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The Easter Story

Read It! Write It! Hear It!

Including:

Initial Assessment: The Easter Story...Read It!
What Is A Story?
3 R's In A Mailbox...Not A Bluebox!
Mark Tells Us His Version
The Greatest Story Ever Told...Write It!
Bestseller Published At Catholic Kids Press!
Lights! Action! Tape Recorders!
The Easter Story...Hear It!

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An Integrated Unit for Grade 3

Written by:

Sandy Coscarella, Colleen Kinahan, Mary Gervais (Project Leader)

Length of Unit: approximately: 40 hours

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The Easter Story

Read It! Write It! Hear It! An Integrated Unit for Grade 3

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An Integrated Unit for Grade 3
Written by:

Sandy Coscarella, Colleen Kinahan, Mary Gervais (Project Leader)

Durham Catholic District School Board

Based on a unit by:

Sandy Coscarella, Colleen Kinahan, Mary Gervais (Project Leader)

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This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.

Task Context

This Grade 3 unit "The Easter Story: Read It! Write It! Hear It!" addresses the Ontario curriculum expectations for Reading, Writing, and Oral and Visual Communication. It offers suggestions for integration with Math, Religion, Science and Technology, and The Arts. The learner retells, relates, and reflects on the Easter Story as authors commissioned by the Catholic Kids Press. The unit provides an opportunity for the students to work as interdependent team members and become aware of the contributions of others to our world. They read a variety of genres to identify and describe elements of a story.

Learners are invited to understand forgiveness and reconciliation as a way of making the resurrection of Jesus present in their lives. Students hear the Passion, the story of how Jesus suffered and died. Through writing, art, and drama activities, students link the Easter story to the reconciling love of God in their own lives.

Students discuss events, identify main ideas, organize information, and produce a story. Students revise and edit written work, use their drawings to illustrate their message, and read aloud in a way that communicates meaning. Each book is published and accompanied by an audio tape to create a "read-a-long" book and tape. The learner illustrates their understanding of the saving story of our Christian faith.

Catholic Graduate Expectations

CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
CGE 1a - Catholic Graduate Expectation - A Discerning Believer: Illustrates a basic understanding of the saving story of our Christian faith.
CGE 1c - Catholic Graduate Expectation - A Discerning Believer: Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.
CGE 1d - Catholic Graduate Expectation - A Discerning Believer: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good
CGE 1g - Catholic Graduate Expectation - A Discerning Believer: Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey.
CGE 1j - Catholic Graduate Expectation - A Discerning Believer: Recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)
CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of gospel values.
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.
CGE 2e - Catholic Graduate Expectation - An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.
CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.
CGE 3e - Catholic Graduate Expectation - A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experience.
CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Applies effective communication, decision-making, problem- solving, time and resource management skills.
CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent

team member.
CGE 5b - Catholic Graduate Expectation - A Collaborative Contributor: Thinks critically about the meaning and purpose of work.
CGE 5d - Catholic Graduate Expectation - A Collaborative Contributor: Finds meaning, dignity, fulfilment and vocation in work which contributes to the common good.
CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.
CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Task Summary

Students hear the Passion, Jesus' suffering, death and resurrection, through an account of the gospel writer St Mark. Through scripture and reflection, students understand the saving story of our Christian faith. Through reading and writing they treasure the gift of Jesus in their lives. Through art and drama they deepen their awareness of the reconciling love of God. This Grade 3 integrated language unit allows students to develop and build their language skills by writing and reflecting on the Easter story as authors commissioned by the Catholic Kids Press. As students work through each subtask, they communicate ideas and information, relate ideas from written materials to their own experiences, and identify the basic techniques that convey messages in print and other media.
The culminating task requires students to become authors and write their accounts of the Easter story and record them on audio tape. The class is divided into six groups, each representing one section of the Passion. These sections are: Jesus in the Garden of Olives, Peter Denies Jesus, The Trial of Jesus, The Death of Jesus, The Burial of Jesus, and the Empty Tomb. Their stories are published as read-a-long book and tape bags by the Catholic Kids Press.

Culminating Task Assessment

Students strive to become self-directed, responsible, lifelong learners through the publication by the Catholic Kids Press of a read-a-long book and tape bag. Students become effective communicators and use the knowledge and skills they have developed in Language, Religion, and The Arts to share their impressions of an Easter event. They create an original response and support the efforts of others in their class. Their work is assessed throughout the unit and evaluated on the final presentation of their read-a-long book and tape bags.

Catholic Graduate Expectations
CGE 1a - illustrates a basic understanding of the saving story of our Christian faith.
CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.
CGE 5a - works effectively as an interdependent team member.
CGE 5g - achieves excellence, originality, and integrity in one's own work and support these qualities in the work of others.

Links to Prior Knowledge

Students need prior knowledge of the Grade 2 Language and Religion expectations. They also need a basic understanding of the writing process, book publishing, and illustrating. Students should be familiar with the response journal framework: retell, relate, and reflect. They need to review the biblical accounts of the Easter story, including special events leading up to Easter Sunday.

Language Skills - reading, writing, oral and visual communication as identified in the Grade 2 Ontario Language Arts curriculum

Learning Skills - cooperating, participating, encouraging, goal setting, work completion, brainstorming

Technology Skills - using a tape recorder and computer

Considerations

Notes to Teacher

1. This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgment in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

2. Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

3. This unit explores the Easter Story as a central truth in the Catholic faith. The genre of *historical writing* is used to personalize the story for us today. This unit can be started on Ash Wednesday (second term) and completed by Holy Week (third term).

4. There are Catholic reflections mentioned in some of the subtasks. Through these stories and activities, the students appreciate how people have continued God's mission in the world.

5. Teachers need to review materials that students share to ensure they reflect our gospel values. Any form of media needs to be previewed and authorized.

6. This unit is based on prior knowledge as well as new skills being learned and developed. It incorporates all three language strands with an emphasis on the writing process. Teachers are encouraged to use classroom and Ministry resources, such as Writing and Reading Exemplars, reading programs, and text books.

7. The conventions of writing (spelling, grammar, punctuation) within the expectations for Grade 3 Language are not specified. However, teachers are required to address this area.

8. In keeping with a balanced literacy program, the teacher should read aloud every day from many *genres.* The teacher should model fluency and phrasing. Students should read independently as well.

9. This unit presents cross curricular connections which include expectations from Religion, Mathematics, Science and Technology, and The Arts. This unit has strong links to personal and social studies skills and topics. Students focus on topics related to family and community, past and present, in Canada and other parts of the world. Students experience and create works that increase their understanding of family and personal connections. See specific expectations, teaching/learning and notes in each subtask.

10. The activities in this unit are open-ended to allow for many learning styles and abilities. The teacher should provide enrichment extensions to the activities depending on resources, support and interest. When choosing groups, teachers assign students to ensure groups are balanced, with different types of learners and abilities. Groups are monitored closely to ensure all group members participate and use their talents. Individual adaptations

of the unit should be considered by the classroom teacher.

11. The subtasks allow for different learning styles in the class: bodily/kinaesthetic, interpersonal/intrapersonal, verbal linguistic, and visual spatial. Prior to undertaking the unit, teachers should read the section on Learning Styles, found in the Teaching and Learning Strategies Companion.

12. This is a resource-dependent unit. Have available as many of the following resources as possible:
- a collection of Bibles
- a collection of commercially prepared read-a-long book and tape bags
- an atlas, map of the world
- personal folders
- white, lined, and construction paper
- writing, drawing, and colouring tools
- dictionaries, thesauri
- blank audio tapes, tape recorders
- book binder if possible
- wallpaper books
- cardboard paper
- computers if possible - Coordinate timetabling, if necessary.
- pre-made cloth bags
- variety of pictures and books about unique individuals, heroes, saints
- overhead projector

13. Encourage students to keep a log where they can record their goals, thoughts, and ideas about their learning. Log entries can focus on new strategies they are learning for reading and writing. Make students aware their entries can be in the form of written text, visual organizers, or drawings. Throughout the unit, the teacher can identify appropriate opportunities for making log entries.

14. This unit has many types of assessment strategies and devices. Formative assessments include teacher/peer/self assessments and can be accomplished through discussion, checklist, and rubric. This information should be used for improvement purposes and may be used to assist in the Learning Skills section. Summative assessments occur near the end of the culminating task. Completed activities and works-in-progress are kept in a student-created folder.

15. For an explanation of assessment, strategies, and recording devices refer to the Teacher Companion under Assessment Strategies.

16 . In this unit, the Grade 3 class explores bias. This topic should be discussed when relevant, and when students can share their beliefs as Christians.

17. The Easter Story is a central truth of the Catholic faith, which is being examined as a story to help personalize the events for us. When we report truthful events, we sometimes use historical writings to assist in making the story more real for us today.

Adaptations:
Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

Some suggested accommodations for this unit include:
- team students with varying ability;
- encourage students to questions for clarification, assistance, etc.;
- present instructions orally and in writing;
- vary resources according to reading ability;
- vary assessment strategies;
- vary expectations according to available resources.

1 Initial Assessment: The Easter Story...Read It!

As learners in Catholic schools, students collaborate to reflect on how some well-known individuals, especially Jesus, have made our world a better place. They realize it is important for people to contribute to the common good. Students are introduced to their culminating task of organizing and presenting their published read-a-long book and tape bag, based on the Easter story. They develop an understanding of their role as authors and illustrators. Throughout the subtasks, they dramatize, write, illustrate, and record their own story on tape. It is published by the Catholic Kids Press and presented to other grades during one of the activities in the culminating task called "A Good News Gathering." In this first subtask, students gather in large and small groups. They listen to a story about Jesus and Easter, play "Who Wants To Be A Theologian?" read an event from the Passion, brainstorm and chart a story map, and complete a quiz. Students are assessed on their comprehension and group cooperation skills. Students may be assessed on their prior knowledge using the Reading and Writing Exemplars, Grade 2.

Catholic Graduate Expectations
CGE Overall - an effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
CGE 1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.
CGE 1g - understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey.
CGE 2a - listens actively and critically to understand and learn in light of gospel values.
CGE 5a - works effectively as an interdependent team member.

2 What Is A Story?

With teacher direction, students describe the main elements of a story. They review the story map charts from the Easter events, then attach the following labels: characters, setting, problem, plot, conclusion. The teacher reads aloud a story based on a historical event. Students can read along if multiple copies are available. Students demonstrate an understanding about character, setting, plot, and conclusion through answering teachers questions. Students work in pairs and specifically identify the elements of the story. Students fill out their own story map describing characters, setting, problem, plot, and conclusion. The story maps are kept in personal folders.

Catholic Graduate Expectations
CGE 1a - illustrates a basic understanding of the saving story of our Christian faith.
CGE 2b - reads, understands and uses written materials effectively
CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

The Easter Story

Read It! Write It! Hear It! An Integrated Unit for Grade 3

3 3 R's In A Mailbox...Not A Bluebox!

The learner responds to historical writing. The teacher elaborates on the letter format, incorporating the retell, relate, and reflect elements of a reading response. Students write a letter to a friend showing a growing ability to express their points of view and to reflect on their own experiences as well as to organize information into short paragraphs.

Students read and listen to historical writing and convey information about what they have learned. The activity is organized as a shared or guided reading using another storybook. Collaboratively with students, the teacher composes a letter about the story they read, using the retell, reflect and relate format. Students work together during various stages of the writing process and conference with the teacher.

Catholic Graduate Expectations
CGE Overall - an effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.
CGE 5b - thinks critically about the meaning and purpose of work.
CGE 5e - respects the rights, responsibilities and contributions of self and others.

4 Mark Tells Us His Version

Students read and listen to the Passion of Jesus Christ. Through scripture and reflection, drama and art, the learner talks about Jesus and the difficult situations he faced, in order to deepen his or her awareness of God's love. Each group interprets and communicates the meaning of their Bible passage using basic drama techniques. Using the tableau method, mural painting, and group presentations students continue to develop collaboration skills .

Catholic Graduate Expectations
CGE Overall - an effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
CGE 1a - illustrates a basic understanding of the saving story of our Christian faith.
CGE 1j - recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)
CGE 2b - reads, understands and uses written materials effectively
CGE 5g - achieves excellence, originality, and integrity in one's own work and support these qualities in the work of others.

5 The Greatest Story Ever Told...Write It!

Students have an opportunity to respond to "The Easter Story" as authors who are sharing a special message with others. The teacher reviews the letter format for students to follow when writing letters to a friend about Easter. Students begin retelling their Bible event in a letter, relating it to their own lives, and reflecting on its message. They organize and develop their ideas using paragraphs. The students go through the writing process including prewriting, drafting, revising, and the editing stage.

Catholic Graduate Expectations
CGE 1a - illustrates a basic understanding of the saving story of our Christian faith.
CGE 1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.
CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.
CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems.
CGE 5b - thinks critically about the meaning and purpose of work.
CGE 5g - achieves excellence, originality, and integrity in one's own work and support these qualities in the work of others.

6 Bestseller Published At Catholic Kids Press!

The learners publish their final draft of the Easter story in book form. Students present information clearly through the publishing process by choosing a title, designing the cover, illustrating the storyline, and dividing the letter into appropriate pages. The dedication and about-the-author pages enable students to celebrate themselves as authors. The teacher assesses how effectively students work at this stage of the publishing process.

Catholic Graduate Expectations
CGE 1a - illustrates a basic understanding of the saving story of our Christian faith.
CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.
CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems.
CGE 5g - achieves excellence, originality, and integrity in one's own work and support these qualities in the work of others.

7 Lights! Action! Tape Recorders!

The learner views, reads, and listens to other media works. Students use written materials of their choice (special prayer, poem, journal entry, favourite story book, and own writing sample). Students practise using appropriate volume and tone of voice when reading aloud. While learning to operate a tape recorder, students apply effective communication, time and resource management skills. Students speak fluently and clearly while recording their Easter story on tape.

Catholic Graduate Expectations
CGE 2b - reads, understands and uses written materials effectively
CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2d - writes and speaks fluently one or both of Canada's official languages.
CGE 4f - applies effective communication, decision-making, problem- solving, time and resource management skills.
CGE 5a - works effectively as an interdependent team member.

8 The Easter Story...Hear It!

Students strive to become self-directed, responsible, lifelong learners through the publication by the Catholic Kids Press of a read-a-long book and tape bag. Students become effective communicators and use the knowledge and skills they have developed in Language, Religion, and The Arts to share their impressions of an Easter event. They create an original response and support the efforts of others in their class. Their work is assessed throughout the unit and evaluated on the final presentation of their read-a-long book and tape bags.

Catholic Graduate Expectations
CGE 1a - illustrates a basic understanding of the saving story of our Christian faith.
CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.
CGE 5a - works effectively as an interdependent team member.
CGE 5g - achieves excellence, originality, and integrity in one's own work and support these qualities in the work of others.

The Easter Story

Read It! Write It! Hear It! An Integrated Unit for Grade 3

4 hours

Description

As learners in Catholic schools, students collaborate to reflect on how some well-known individuals, especially Jesus, have made our world a better place. They realize it is important for people to contribute to the common good. Students are introduced to their culminating task of organizing and presenting their published read-a-long book and tape bag, based on the Easter story. They develop an understanding of their role as authors and illustrators. Throughout the subtasks, they dramatize, write, illustrate, and record their own story on tape. It is published by the Catholic Kids Press and presented to other grades during one of the activities in the culminating task called "A Good News Gathering." In this first subtask, students gather in large and small groups. They listen to a story about Jesus and Easter, play "Who Wants To Be A Theologian?" read an event from the Passion, brainstorm and chart a story map, and complete a quiz. Students are assessed on their comprehension and group cooperation skills. Students may be assessed on their prior knowledge using the Reading and Writing Exemplars, Grade 2.

Catholic Graduate Expectations
CGE Overall - an effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
CGE 1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.
CGE 1g - understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey.
CGE 2a - listens actively and critically to understand and learn in light of gospel values.
CGE 5a - works effectively as an interdependent team member.

Expectations

3e63 A – contribute ideas appropriate to the topic in group discussion and listen to the ideas of others;
3e52 A • retell stories, demonstrating an understanding of basic story structure and including information about characters, action, and story ending;
3e36 A – identify and restate the main idea in a piece of writing, and cite supporting details;
3e37 A – identify and describe some elements of stories (e.g., plot, central idea, characters, setting);
3e54 A • apply the rules for working with others;

Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Review
Story Mapping
Read Along
Read Aloud
Demonstration

Assessment

1. The teacher assesses students' prior knowledge of the Bible using a series of questions and answers from BLM 1.1. The teacher provides feedback during the game and provide correct answers.
2. The teacher observes student cooperation when working in groups and oral presentations when the charts are shared using BLM 1.8.
3. Student comprehension about the characters, setting, problem, plot and conclusion of the Passion story is assessed using the quiz from BLM 1.9.
4. See Notes to Teacher for suggestions regarding the assessment of students' prior knowledge (reading level, comprehension, sequencing of story, reading strategies, use of correct conventions, and organization of

information).

Assessment Strategies

Classroom Presentation
Questions And Answers (oral)
Observation
Quizzes, Tests, Examinations

Assessment Recording Devices

Checklist

Teaching / Learning

1.1 Students collaborate to reflect on how some well-known individuals have contributed to their world to make it a better place. The teacher displays photographs, newspaper clippings, books and magazines featuring people who have made positive contributions to society. Any of the following would be appropriate: Terry Fox, Mother Teresa, John McCrae, Pope John Paul II, Jean Vanier, Cardinal Carter, Canadian martyrs and saints, Jesus. In the Spirit We Belong 3, Unit 6, Bishop Oscar Romero and Pope John XXIII are mentioned as brave people who heard the call of the Holy Spirit in our own time. Invite the local pastor to visit and share more about our popes. Children can mention their own suggestions or their opinions of unique individuals. The person's name and their achievements are listed on chart paper.

1.2 Expand on what Jesus did to make the world a better place. Draw from the children's prior knowledge and their recollections of the miracles He performed. The class can sing "The Spirit Is Upon Me" by Michel Guimont found in "In the Spirit We Belong 3."

1.3 Students are introduced to their culminating task. They are shown several commercially produced read-a-long book and tape bags to create enthusiasm and interest. The teacher chooses and plays one of the tapes and shows the corresponding book.

1.4 The class is divided into small groups and reviews different samples of read-a-long book and tape bags. They compare format, illustrations, dedications, print size, and any other features. The teacher guides their observations with questions such as: What grabbed your attention? What made you want to hear the story? Who would read this book? Why was this book recorded on tape? Each group brainstorms, charts, and shares their discoveries.

1.5 The children gather as a large group and listen to a storybook version of the Easter story. The teacher reads an Easter story that includes a detailed account of the Passion with illustrations. To set the mood, the teacher can light a candle at the prayer table before reading.

1.6 The expectations for the culminating task are shared by making an overhead of the Culminating Task Rubric found in Subtask 8. The teacher discusses the assessment and evaluation of the published read-a-long book and tape bag. A list of the other subtask titles are mentioned to create interest in the integrated unit.

1.7 The teacher tries to draw from the class the definition of the word Gospel. It comes from an old English word, "god-spel", which means "good news." This theme should be connected throughout the unit wherever possible. The teacher divides the class into four heterogeneous groups to play "Who Wants to be a Theologian?" from BLM 1.1. Each group is given the name of a New Testament Gospel writer (Matthew, Mark, Luke, John). The teacher asks a series of questions about Easter. Each group chooses a leader to give their final answer. One point is given for each correct answer. This assesses students' general knowledge of the Bible. The question and answer (oral) assessment strategy is used. The teacher provides feedback during the game and provides correct answers.

1.8 The teacher divides the class into six heterogeneous groups. Each group is given a number. The teacher assigns one event from "The Passion" to each group. The events include: #1 Jesus in the Garden of Olives (Mark 14:32-51/ BLM 1.2), #2 Peter Denies Jesus (Mark 14:66-72/ BLM 1.3), #3 The Trial of Jesus (Mark 15:1-15/ BLM 1.4), #4 The Death of Jesus (Mark 15:21-40/ BLM 1.5), #5 The Burial of Jesus (Mark 16:42-47/ BLM 1.6), and #6 The Empty Tomb (Mark 16:1-8/ BLM 1.7). The teacher chooses one student to read their section of the Passion to

their group. Other students can read along with their own copy. In their group, students brainstorm and chart a story map using the following headings: Who is in the story? Where does the story take place? What is the problem? What happens in the story? How does the story end? Each group presents their chart to the whole class. The teacher observes student cooperation when working in groups and oral presentations when the charts are shared using BLM 1.8.

1.9 Students make a Good News folder to store all blackline masters, story maps, writing drafts, quizzes, illustrations and so on. The folders can be made out of folded Bristol board and decorated.

1.10 Each student will complete a quiz (BLM 1.9) about Easter to assess comprehension about the characters, setting, problem, plot, and conclusion of the Passion.

Adaptations

Resources

BLM 1.1 Who Wants to be a Theologian?	BLM_1.1_TheologianQustns_S.cwk
BLM 1.9 Easter Quiz	BLM_1.9_Easter_Quiz_S.cwk
BLM 1.8 Cooperative Group Checklist	BLM_1.8_GrpWrkCo-opChklst_T.cwk
BLM 1.2 Jesus in the Garden of Olives	BLM_1.2_Bible_Event_1_T.cwk
BLM 1.3 Peter Denies Jesus	BLM_1.3_Bible_Event_2_T.cwk
BLM 1.4 The Trial of Jesus	BLM_1.4_Bible_Event_3_S.cwk
BLM 1.5 The Death of Jesus	BLM_1.5_Bible_Event_4_S.cwk
BLM 1.6 The Burial of Jesus	BLM_1.6_Bible_Event_5_S.cwk
BLM 1.7 The Empty Tomb	BLM_1.7_Bible_Event_6_S.cwk
The New Testament	
Easter	Pienkowski, Jan
The Easter Story	Wildsmith, Brian
Markers, chart paper	
Bristol board for folder	1

Notes to Teacher

1. Collect a variety of books, magazines, newspaper clippings, pictures of unique individuals who have made great contributions to the world. Looking through picture files, and magazines in the public libraries is beneficial.

2. An excellent choice for an Easter story is "Easter" by Jan Pienkowski. If it is not available, use another story that describes Jesus and the events of Easter such as, "The Easter Story" by Brian Wildsmith.

3. Students will have their reading and writing assessed to evaluate prior knowledge using The Reading and Writing Exemplars. For example, the teacher may assess students' reading using running records and assess comprehension using questions, prompts, or a retell, or/and use a running record with the story "The Big, Bad Cook" from the Reading Exemplars document (Grade 2). For example, the teacher may assess students' writing, using the complete the task outlined in the Writing Exemplars "My Adventure" (Grade 2 task).

4. During group work combine students of varying ability to form groups.

Curriculum Connections
Religion - students can develop attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good. They can understand that one's purpose or call in life can come from God as Bishop Oscar Romero and Pope John XXIII discovered in their lives.

Teacher Reflections

Description

With teacher direction, students describe the main elements of a story. They review the story map charts from the Easter events, then attach the following labels: characters, setting, problem, plot, conclusion. The teacher reads aloud a story based on a historical event. Students can read along if multiple copies are available. Students demonstrate an understanding about character, setting, plot, and conclusion through answering teachers questions. Students work in pairs and specifically identify the elements of the story. Students fill out their own story map describing characters, setting, problem, plot, and conclusion. The story maps are kept in personal folders.

Catholic Graduate Expectations
CGE 1a - illustrates a basic understanding of the saving story of our Christian faith.
CGE 2b - reads, understands and uses written materials effectively
CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

Expectations

3e37	– identify and describe some elements of stories (e.g., plot, central idea, characters, setting);
3e36 A	– identify and restate the main idea in a piece of writing, and cite supporting details;
3e53	• talk about characters and situations in stories, and information and ideas in non-fiction materials;
3e52	• retell stories, demonstrating an understanding of basic story structure and including information about characters, action, and story ending;
3e2 A	• write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes);
3e10 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
3e27 A	– select and correctly use the format suited to their purpose for writing (e.g., letter, e-mail, chart);

Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working In Pairs

Teaching / Learning Strategies

Guided Exploration
Read Aloud
Review
Story Mapping
Read Along

Assessment

The teacher may use the questions and answers from BLM 2.2 to assess students' understanding of basic story elements, including character, setting, plot, and conclusion in conjunction with the story, "Selina and the Bear Paw Quilt."

Assessment Strategies

Observation
Questions And Answers (oral)

Assessment Recording Devices

Teaching / Learning

2.1 Read John 11:25-26. Share another Easter story about a Grade 3 student from Winnipeg named Karen. This is found in "In the Spirit We Belong 3" books on pages 112-113. Allow children time to share their thoughts and feelings about how Karen is a special Easter person.

2.2 The focus returns to the Easter story. The group charts from Subtask 1 are still displayed at the front of the class and reviewed as a whole class. With teacher direction, students describe the main elements of the Easter story using the basic story elements: character, setting, problem, plot, and conclusion.

2.3 Students review the story map charts from the Easter events then attach the following labels (characters, setting, problem, plot, conclusion). The labels are on 10X30 cm cards and each group is given a set of five. The teacher and students define each term and the teacher prints the definitions on the board. Students copy the definition under the appropriate heading using the BLM 2.1.

2.4 The teacher reads aloud a story of a historical event. If multiple copies of the story are available, students can read along. The story prompts students to think and talk about their own memories or heritage. The teacher asks questions and students demonstrate an understanding of basic story elements including character, setting, plot, and conclusion. Suggestions for sample questions are found on BLM 2.2. See Teacher notes for specific examples.

2.5 Students work in pairs and identify the elements of the previously read story. Each student fills a students' own story map BLM 2.3 describing characters, setting, problem, plot, and conclusion. The story maps are kept in their folders.

Adaptations

Resources

BLM 2.3 Story Map	BLM_2.3_StoryMap_S.cwk
BLM 2.2 Sample Questions to Assess Comprehension	BLM_2.2_SmplCmpAsesQstns_T.cwk
BLM 2.1 Definitions of Story Elements	BLM_2.1_Definitions_T.cwk
Selina and the Bear Paw Quilt	Smucker, Barbara
Sadako and the Paper Crane	Coerr, Eleanor and Ed Young
Emma and the Silk Train	Lawson, Julie
In the Spirit We Belong 3	Mahoney, Anne Louise (Ed.)
30 cards 10cm x 30cm	5
Pencils	1
Masking tape for the cards	1
Construction paper	

The Easter Story

Read It! Write It! Hear It! An Integrated Unit for Grade 3

Notes to Teacher

1. A good suggestion is the story "Selina and the Bear Paw Quilt" by Barbara Smucker. If it is not available, any story about a special person can be used. For example, "Sadaka and the Paper Crane" by Eleanor Coerr and Ed Young and "Emma and the Silk Train" by Julie Lawson are appropriate alternatives.

2. The group charts from Subtask 1 are still displayed in the classroom.

3. Be sensitive to the needs or feelings of children who have been separated from loved ones or whose relatives have died.

Teacher Reflections

Description

The learner responds to historical writing. The teacher elaborates on the letter format, incorporating the retell, relate, and reflect elements of a reading response. Students write a letter to a friend showing a growing ability to express their points of view and to reflect on their own experiences as well as to organize information into short paragraphs.

Students read and listen to historical writing and convey information about what they have learned. The activity is organized as a shared or guided reading using another storybook. Collaboratively with students, the teacher composes a letter about the story they read, using the retell, reflect and relate format. Students work together during various stages of the writing process and conference with the teacher.

Catholic Graduate Expectations
CGE Overall - an effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.
CGE 5b - thinks critically about the meaning and purpose of work.
CGE 5e - respects the rights, responsibilities and contributions of self and others.

Expectations

3e3 A	• organize information into short paragraphs that contain a main idea and related details;
3e2 A	• write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes);
3e5 A	• produce pieces of writing using a variety of forms (e.g., simple research reports, letters, stories, poems);
3e35 A	• use conventions of written materials to help them understand and use the materials.
3e54	• apply the rules for working with others;
3e29 A	• read a variety of fiction and non-fiction materials (e.g., chapter books, children's reference books) for different purposes;
3e31 A	• read independently, using a variety of reading strategies;
3e32 A	• express clear responses to written materials, relating the ideas in them to their own knowledge and experience and to ideas in other materials that they have read;
3e39	– begin to make inferences while reading;
3e52 A	• retell stories, demonstrating an understanding of basic story structure and including information about characters, action, and story ending;

Groupings

Students Working In Pairs
Students Working Individually
Students Working As A Whole Class

Teaching / Learning Strategies

Conferencing
Guided Writing
Review
Read Along

Assessment

1. The teacher uses questions and answers to assess students' ability to interpret a written work from their own knowledge and experience.
2. The teacher uses the Story Map Checklist and comment column BLM 3.3 to have students self-assess their story map assignment.
3. The teacher observes whether students' are working effectively throughout the writing process.

Assessment Strategies

Observation
Questions And Answers (oral)

Assessment Recording Devices

Checklist

Teaching / Learning

3.1 Read Matthew 28:19-20. Discuss what the message of Jesus is to us. Write his message in your own words.

Illustrate and share it at home. Missionaries can be described as pioneers who carried the news of God's love to all people. Sometimes missionaries went to new or faraway places to carry on Jesus' mission, just as Mother Teresa did.

3.2 Students gather in a circle and the teacher places a municipal blue box in the middle. Ask what the three R's represent. Ask students how the Easter story is "reused" and "recycled" throughout history and in books.

3.3 The teacher introduces a more elaborate letter format for students to follow. A sample of this letter is given and put in their folder. The sample letter is copied on an overhead. The teacher reads the letter and the terms "retell," "reflect," and "relate" are reviewed. See BLM 3.1.

3.4 The teacher conducts a shared writing lesson to compose a new letter. It begins with the knowledge and skills criteria which include reasoning, communication, organization of items, and application of language conventions as outlined in Criteria for Letter - Writing Rubric.

3.5 Students read a suitable text of historical writing in pairs. After students read the selection for the first time, ask them to share their initial thoughts and feelings with their partners. Students who are less confident readers can be brought together for a guided reading lesson. Provide questions such as: Did you enjoy reading the story? What was the most interesting part? Did this story remind you of anything? Was there a character in the book you would like as a friend?

3.6 To review and reinforce the elements of a story, complete story map BLM 3.2. This is assessed using Story Map Checklist BLM 3.3. This is referred to during the retell section of the letter.

3.7 Collaboratively, they compose a letter to a friend about "Emma and the Silk Train" using the retell, reflect, and relate format. The teacher models being the author of a letter. Students use the completed story map during the shared writing activity.

a)The retell section of the letter describes characters, setting, problem, plot, and conclusion in the author's own words. The introductory paragraph describes the main character(s) and the setting to the reader. The next paragraph details the story problem or plot in step-by-step fashion. The next paragraph gives a satisfactory ending to the story.

b)The relate section of the letter describes how the author makes connections or shares memories associated with some part of the story. The teacher models the following sentence starters, "This story reminds me of...This makes me think of..."

c)The reflect section of the letter describes how the author shares his or her insights about the story. The teacher models the following sentence starters, "I wonder if... I wonder why...Now I understand that ..." The modelled letter is kept in the room for students to refer to. All BLMs are kept in the student's folders.

Adaptations

Resources

BLM 3.1 Sample of Letter Format	BLM_3.1_SampleLetter_T.cwk
BLM 3.2 Story Map	BLM_3.2_StoryMap_S.cwk
BLM 3.3 Story Map Checklist	BLM_3.3_StoryMapChcklst_S.cwk
Emma and the Silk Train	Lawson, Julie
The Ontario Curriculum Exemplars Grades 1-8 Reading	Ministry of Education

Keep the Lights Burning Abby Roop, Peter and Connie

Overhead sheets

Chart paper, marker

material samples, fabric swatches

Overhead

Notes to Teacher

1. The teacher can use any appropriate historical writing. One suggestion is "Emma and the Silk Train," by Julia Lawson. See unit resources for further suggestions.

2. Different forms of writing such as journal entries, stories, newspaper articles might be used to add more variety when reinforcing the letter format.

Curriculum Connections:
Religion - Stations of the Cross can be said; liturgical seasons and their corresponding colours can be discussed.

Teacher Reflections

Description

Students read and listen to the Passion of Jesus Christ. Through scripture and reflection, drama and art, the learner talks about Jesus and the difficult situations he faced, in order to deepen his or her awareness of God's love. Each group interprets and communicates the meaning of their Bible passage using basic drama techniques. Using the tableau method, mural painting, and group presentations students continue to develop collaboration skills .

Catholic Graduate Expectations
CGE Overall - an effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
CGE 1a - illustrates a basic understanding of the saving story of our Christian faith.
CGE 1j - recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)
CGE 2b - reads, understands and uses written materials effectively
CGE 5g - achieves excellence, originality, and integrity in one's own work and support these qualities in the work of others.

Expectations

3e37	– identify and describe some elements of stories (e.g., plot, central idea, characters, setting);
3e39 A	– begin to make inferences while reading;
3e43	– use their knowledge of the organization and characteristics of different forms of writing as a guide before and during reading (e.g., chapters in an adventure story often end with a cliffhanger; menus usually list the items of food on the left and the price of each item on the right);
3e52	• retell stories, demonstrating an understanding of basic story structure and including information about characters, action, and story ending;
3e54 A	• apply the rules for working with others;
3e61	– use appropriate volume, tone of voice, gestures, and stance when speaking, making a presentation, or reading aloud;
3a54	– defend a point of view through speaking and writing in role (e.g., as townsfolk, plead with the mayor to save their town);
3a41 A	• interpret and communicate the meaning of stories, poems, plays, and other material drawn from a range of sources and cultures, using basic drama and dance techniques (e.g., writing in role);
3a34 A	– produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate their thoughts and feelings about specific topics or themes (e.g., produce a mural in a group interpreting a Native legend through colour, shape, and line);
3a35 A	– identify and explain the specific choices they made in planning, producing, and displaying their own art work (e.g., the choices of subject matter, colours, location for display);
3e63 A	– contribute ideas appropriate to the topic in group discussion and listen to the ideas of others;
3a56 A	– communicate, through movement, their thoughts

Groupings

Students Working In Small Groups
Students Working Individually
Students Working As A Whole Class
Students Working In Pairs

Teaching / Learning Strategies

Read Along

Assessment

1. The teacher assesses students' oral comprehension about the elements of their group's Bible event. This provides an opportunity for oral assessment when the students respond to a question by speaking rather than by writing.
2. The teacher uses BLM 4.1 Sequence Chart to assess each group's ability to sequence their Bible event.
3. The teacher uses the Tableau Presentation Rubric to evaluate each group's tableau.
4. Students assess their peers using Peer-Assessment of Tableau BLM 4.2.
5. The teacher observes/assesses students' ability to work cooperatively and collaboratively as they produce a piece of artwork. Evaluate using the Mural Checklist BLM 4.4.

Assessment Strategies

Questions And Answers (oral)
Performance Task

Assessment Recording Devices

and feelings about topics studied in other subject areas (e.g., create a movement sequence to express their fear of an environmental event such as a storm);	Checklist Rubric

Teaching / Learning

4.1 Students gather in a circle for a time of reflection. In the middle of the circle, position a small table draped with a purple cloth. Place a candle, a palm branch, a plate and wine glass, and the Good News Bible on the table. Quietly mention to students that they are about to hear a story describing the suffering and death of Jesus. Recite the Our Father together and have a few moments of silence.

4.2 To explore the different ways of forgiveness, invite the children to show feelings through body and facial expression. Mention each of the scenarios and ask students to respond:

a) A friend pushes you lining up after the bell - the friend later returns and says "I'm sorry."
b) You don't receive an invitation to a birthday party - another friend invites you for a sleepover.
c) You study for a test and don't pass - you work hard on a project and get a great mark!

4.3 Students gather in their number groups. Each group was previously assigned an event from the Passion. The events come from the Gospel of Matthew and are as follows: Jesus in the Garden of Olives (#1), Peter Denies Jesus (#2), The Trial of Jesus (#3), The Death of Jesus (#4),The Burial of Jesus (#5) and The Empty Tomb (#6). Within each group, each student receives his own copy of the Bible passage to read.

4.4 Questions about the elements of the story are posed by the teacher to determine if students understand what is being presented. This provides opportunities for oral assessment when students respond to a question by speaking rather than by writing.

4.5 Students are given an envelope labelled with their Bible event. Inside the story is cut into different parts. Students use a sequence chart BLM 4.1 to put their Bible event in order. This reinforces the storyline and shows the various elements of a story. Students read their story to another person in the group to check correct sequence. Students keep their sequence chart in their folder to be used for their retell of the Bible story.

4.6 Students review the section on characters from the Easter story on the chart. They choose one character and describe him in detail. What did he look like? What was he wearing? How did he feel? Why? Students may want to draw a picture of their character to help them in the description.

4.7 Explain to students that they are going to plan and perform a tableau (see Teaching/Learning Companion). Tableau is defined as a "freeze frame" where there is no talking or movement. Students arrange themselves with props and costumes (if available) as if they were in a photograph of their Bible event. The group needs to decide the number and order of each "freeze frame." Their tableau should dramatize some of the story elements.

4.8 Each group sequentially presents their Bible reading in tableau form. After each presentation, the audience is asked the following questions: Which event is it? Who are the characters? Where was the setting? What was the problem or plot? What was the ending or conclusion like? The teacher assesses the tableaux using the Tableau-Presentation Rubric. Students assess their peers using Peer-Assessment of Tableau BLM 4.2.

4.9 Groups begin creating a Bible Event-Web BLM 4.3 outlining that happened in their assigned Easter event, including what characters said or what they might have been thinking.

4.10 Students produce a painted mural to communicate their thoughts and feelings about their particular Bible event. Each group presents their mural to the entire class and explains why certain characters or objects were placed in the foreground, middle ground, or background. A mini-lesson is needed to demonstrate the mural-making skills. The teacher assesses artwork using the Mural Checklist BLM 4.4.

Adaptations

Resources

Tableau Presentation Rubric	
BLM 4.1 Bible Event-Sequence Chart	BLM_4.1_SequenceChart_S.cwk
BLM 4.3 Bible Event-Web	BLM_4.3_WebBibleEvent_S.cwk
BLM 4.4 Mural Checklist	BLM_4.4_MuralChecklist_S.cwk
BLM 4.2 Peer-Assessment of Tableau	BLM_4.2_PeerEvaluation_S.cwk
Mural paper, construction paper	
Paint,pencils,markers,crayons	
props, costumes	
Tableau	
The Web	
The Sequence Chart	

Notes to Teacher

1. An art lesson on mural-making is required. Skills, such as foreground, background, and middleground can be taught using posters, calendars, and children's books. Other skills (colour, space, characterization) must be addressed before students begin the task. Please see BLM 4.4 Mural Checklist - Assessment of Mural Criteria

Curriculum Connections:
The Arts - students can identify and explain the specific choices they made in planning, producing, and displaying their own art work. They can communicate, through movement, their thoughts and feelings about topics studied in other subject areas.

Teacher Reflections

The Easter Story

Read It! Write It! Hear It! An Integrated Unit for Grade 3

Subtask 5

8 hours

Description

Students have an opportunity to respond to "The Easter Story" as authors who are sharing a special message with others. The teacher reviews the letter format for students to follow when writing letters to a friend about Easter. Students begin retelling their Bible event in a letter, relating it to their own lives, and reflecting on its message. They organize and develop their ideas using paragraphs. The students go through the writing process including prewriting, drafting, revising, and the editing stage.

Catholic Graduate Expectations
CGE 1a - illustrates a basic understanding of the saving story of our Christian faith.
CGE 1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.
CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.
CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems.
CGE 5b - thinks critically about the meaning and purpose of work.
CGE 5g - achieves excellence, originality, and integrity in one's own work and support these qualities in the work of others.

Expectations

3e2 A	• write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes);
3e3 A	• organize information into short paragraphs that contain a main idea and related details;
3e5 A	• produce pieces of writing using a variety of forms (e.g., simple research reports, letters, stories, poems);
3e6	• use materials from other media (e.g., sketches) to enhance their writing;
3e7 A	• revise and edit their work, using feedback from the teacher and their peers;
3e8 A	• proofread and correct their final drafts;
3e9	• use and spell correctly the vocabulary appropriate for this grade level;
3e27	– select and correctly use the format suited to their purpose for writing (e.g., letter, e-mail, chart);
3e1	• communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event);
3e10 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
3e12	– correctly use nouns, verbs, adjectives, and adverbs;
3e15	– use exclamation marks appropriately;
3e17	– use a variety of sources (e.g., dictionary, word lists, computer) to check the spelling of unfamiliar words;

Groupings

Students Working Individually

Teaching / Learning Strategies

Conferencing
Guided Writing

Assessment

1. Through teacher-student conferences, students ability to stay on task and plan their Easter story is assessed. The teacher provides oral feedback for students to use.
2. Using the Revising Checklist and Rating Scale BLM 5.1, each student clarifies ideas by adding, deleting, or moving them around. Students modify vocabulary choice, sentence structure, and length.
3. The teacher evaluates the final copy of the story using the Proofreading Checklist BLM 5.2 to ensure that they have all components needed for their final product.

Assessment Strategies

Conference

Assessment Recording Devices

Rubric
Checklist
Rating Scale

Teaching / Learning

5.1 Students gather around the prayer table. Students share their thoughts on activities they have worked on together, for example, the completed murals and the tableaux. On white strips of paper, students write one thing they remember about their group activities. For example: It was fun to paint Jesus; Peter looked sad; The soldiers

were mean to Jesus. Students listen to reflective music as they work. They decorate their thoughts and paste them around their murals.

5.2 Invite an author and illustrator to share various samples of their drafts and published work. This increases students' enthusiasm to write. The author talks about how she/he began to write and strategies she/he used. The illustrator shares her/his books and the various techniques and media she/he used. Students make connections on what makes a book interesting to read. The storyline, setting, characters, and illustrations all become important features of a completed book. If an author and illustrator are not available, library resource staff could have a "book talk" with students to discuss the features of an interesting book.

5.3 Students demonstrate what they have learned in this unit by writing a letter to a special friend about their impressions of the Passion. You may want to have students refine the criteria rubric for letters they were shown in Subtask 2 in order to assess their work.

5.4 Students begin the brainstorming phase of the writing process. Their topic is based on the Bible event and is written in letter format to a friend. Refer to Subtask 2 for the retell, relate, reflect letter format. Students generate ideas for writing using strategies such as webbing, sketching, and thinking aloud. Include as many details as possible. For example, where and when does it take place? In point form, they describe the setting. They use descriptive language including adjectives and adverbs. The characters in the story should be described. For example: What do they look like? What do they do in the story? What are they thinking or saying? What do other characters say and think about them?

5.5 Support students as they write their first draft by: holding mini-conferences, bringing small groups together to share ideas, inviting students to share their work in progress, and talking about criteria for effective writing. The focus is on ideas and not mechanics.

5.6 Arrange for students to work in pairs to revise their work. A mini-lesson on how to revise and improve a piece of writing may be needed. A revising checklist is provided on BLM 5.1. This phase of the writing process clarifies ideas by adding, deleting, or moving them around. Students modify vocabulary choice, sentence structure, and length.

5.7 The teacher becomes the Editor-In-Chief and conferences take place. Pose questions from the Proofreading Checklist BLM 5.2 to assist students when editing their final draft. Encourage students to use dictionaries or spell checkers to correct spelling, punctuation, and grammar.

Adaptations

Resources

Criteria For Letter Writing Rubric

BLM 5.2 Proofreading Checklist BLM_5.2_ProofreadChcklist_T.cwk

BLM 5.1 Revising Checklist and Rating Scale BLM_5.1_RevisingChecklist_S.cwk

Dictionary

Thesaurus

Paper,pencils,erasers

Computer

Notes to Teacher

1. If any questions or concerns arise regarding the role of the Jewish people in the death of Christ, the teacher must address these questions/concerns with sensitivity and with appropriate knowledge of Board Policy regarding bias. Student concerns must be put into a proper historical context. First, as part of the Roman Empire, nothing was done in this part of the world without the approval of Roman authority. Second, a paid vocal mob does not represent an entire race or ethno-cultural group of people.

2. It is suggested the brainstorming, drafting, revising, editing, and proofreading activities are broken down and conducted over several days.

3. Review the letter format prior to students writing their own letter.

4. Teachers may need to review proper sentence and paragraph structure to assist students with their writing.

Curriculum Connections:
Religion - as followers of Jesus, we will be spreading the "Good News" to others. Other bible stories can be read to the students.
Social Studies - students write a letter to a pioneer child, comparing how their lives are different or the same.

Teacher Reflections

The Easter Story

Read It! Write It! Hear It! An Integrated Unit for Grade 3

4 hours

Description

The learners publish their final draft of the Easter story in book form. Students present information clearly through the publishing process by choosing a title, designing the cover, illustrating the storyline, and dividing the letter into appropriate pages. The dedication and about-the-author pages enable students to celebrate themselves as authors. The teacher assesses how effectively students work at this stage of the publishing process.

Catholic Graduate Expectations
CGE 1a - illustrates a basic understanding of the saving story of our Christian faith.
CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.
CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems.
CGE 5g - achieves excellence, originality, and integrity in one's own work and support these qualities in the work of others.

Expectations

3e25	– accurately use titles and subheadings as organizers;
3e26	– use visual material to reinforce a message (e.g., a photograph of an object they are describing);
3e27	– select and correctly use the format suited to their purpose for writing (e.g., letter, e-mail, chart);
3e1	• communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event);
3e6	• use materials from other media (e.g., sketches) to enhance their writing;
3e54	• apply the rules for working with others;
3e55	• view, read, and listen to media works that convey messages or information and talk about what they have learned;
3a34 A	– produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate their thoughts and feelings about specific topics or themes (e.g., produce a mural in a group interpreting a Native legend through colour, shape, and line);
3a22 A	• produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;
3a35 A	– identify and explain the specific choices they made in planning, producing, and displaying their own art work (e.g., the choices of subject matter, colours, location for display);

Groupings

Students Working As A Whole Class
Students Working In Pairs
Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Read Aloud
Conferencing
Guest Speaker

Assessment

1. During conferences the teacher and students ensure the division of pages, dedication, and about-the-author page are complete.
2. Using the Publishing Checklist BLM 6.1, students ensure all parts of the book are completed and included.

Assessment Strategies

Conference
Self Assessment

Assessment Recording Devices

Checklist

Teaching / Learning

6.1 The reflection prior to this subtask demonstrates how others have used their gifts and talents to write and illustrate their impression of the Easter story. A collection of books based on the Easter story should be displayed at the prayer table, the reading/writing centre, or the front of the classroom. Students gather in front of the teacher as she reads one of the chosen books. Draw attention to the beauty of the illustrations, the choice of colours, the placement of the characters and the use of the page.

6.2 Invite a staff member from a publishing house to bring in samples of the publishing process: different types of book covers, initial sketches, final illustrations, and finished products. An alternative activity would be to use the school or community library to examine a variety of books and discuss the different components of the book-making process.

6.3 All students publish the final draft of the Easter letter. As a whole group, decisions are made about the format. It should be divided into sections based on the letter format (retell, relate, reflect). It may be necessary for each section to be assigned more than one page. Within each section (retell, relate, reflect), the teacher may suggest drawing a line to separate a sentence, or series of sentences, that bring to mind a picture. Students are asked to number each group of sentences that they have sectioned off. These sections each represent one page of their book. Students should work in pairs, to ensure the way they divided their letters makes sense.

6.4 Students choose how they want their story text printed. The text can be handwritten or done electronically by computer using different fonts. The use of computers would be dependent on the availability of computers, the students' keyboarding expertise and the availability of volunteer assistance. Final copies of each page are kept in student folders.

6.5 Once the story has been written or typed as "good" copy, the focus shifts to the illustrations. These drawings should reflect students' understanding of their particular section of the Easter story and how it relates to their present lives. To inspire their artistic talents, return to the collection of Easter story books and include non-fiction books about the animals, people, and land of Jerusalem during that period of history. Various picture Bibles would be a good resource. Completed illustrations are kept in student folders.

6.6 Prior to writing the dedication, the class should gather and decide to whom they will dedicate their book. On chart paper, the teacher records general suggestions. Students are given a collection of books and directed to find the dedication page. It should be noted, some dedication pages also include a few words as to why this person was chosen or how they inspired the author. The dedication page is proofread, printed into good copy, and kept in student folders.

6.7 Students begin writing the "About the Author" page. This page is described as a biography of the author. Have students examine some of these pages in available books. With teacher direction, they collaboratively design a criteria list based on what students noticed. Suggestions for the list are as follows: Use he or she and not I. Start with a sentence that tells something important about yourself. Include information about the kind of writing you like to do or list other "published" works. End by telling where you live, how old you are, and one or two interests outside of writing. Students work in pairs to revise and edit their profiles. A photograph of the author may be attached to this page. The good copy goes in student folders.

6.8 Students begin the cover of the book. Once again, look at a collection of story covers. Some of the covers may be exemplary, but not all, so students are given opportunities to be critical viewers. The teacher directs the students to look at the illustrations, type of print and where the title and author's name are placed. In small groups, students share which book cover they preferred and why. Students should make an initial sketch of their cover. Once a classmate and the teacher have approved it, students complete the good copy. This is kept in student folders.

6.9 Each student gathers all the good copies of their book: cover, dedication page, pages with text and illustrations and about the author. Students are given options on how they want the book bound. This can be done with a book binder, sewn covers (wallpaper, material, cardboard), or staples. Prior to binding the book, each student completes Publishing Checklist BLM 6.1 to ensure all parts of the book are completed and included.

Adaptations

Resources

BLM 6.1 Publishing Checklist	BLM_6.1_PublishChecklist_S.cwk
The Easter Story	Wildsmith, Brian
Blank paper	
Pencil crayons, markers	
Photograph of child	
Book binder,laminator	
Computer	
Parent/guardian volunteers	

Notes to Teacher

1. Another suggestion for an Easter story with illustrations is "The Easter Story" by Brian Wildsmith.

2. If this is the first time students have published a piece of writing in book form, more attention should be drawn to the required steps for publishing.

3. If a staff member from a publishing house is not available, invite someone from a local newspaper to discuss the publishing process.

4. Depending on the resources available in the school, the options for book binding may be limited.

5. Students may need assistance using the computer to write and revise their Easter story or be given the option to print their final copy.

Teacher Reflections

Description

The learner views, reads, and listens to other media works. Students use written materials of their choice (special prayer, poem, journal entry, favourite story book, and own writing sample). Students practise using appropriate volume and tone of voice when reading aloud. While learning to operate a tape recorder, students apply effective communication, time and resource management skills. Students speak fluently and clearly while recording their Easter story on tape.

Catholic Graduate Expectations
CGE 2b - reads, understands and uses written materials effectively
CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2d - writes and speaks fluently one or both of Canada's official languages.
CGE 4f - applies effective communication, decision-making, problem- solving, time and resource management skills.
CGE 5a - works effectively as an interdependent team member.

Expectations

3e30	• read aloud, speaking clearly and with expression;
3e54	• apply the rules for working with others;
3e55	• view, read, and listen to media works that convey messages or information and talk about what they have learned;
3e56	• create a variety of simple media works;
3e61 A	– use appropriate volume, tone of voice, gestures, and stance when speaking, making a presentation, or reading aloud;
3e62	– use pauses and repetition effectively for emphasis in speech;
3e29	• read a variety of fiction and non-fiction materials (e.g., chapter books, children's reference books) for different purposes;
3e64 A	– identify basic elements of text (e.g., size of print) and basic techniques (e.g., different tones of voice in audio productions) that help convey the message in print and media materials;

Groupings

Students Working As A Whole Class
Students Working In Pairs
Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Demonstration

Assessment

Using observations and recording anecdotal notes, the teacher assesses students in recording their book on tape. Particular attention is given to expression, tone, and voice.

Assessment Strategies

Exhibition/demonstration

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

7.1 Gather students in a large circle, dim the lights, and light a candle at the prayer table. The teacher chooses a tape of instrumental music to play. Students have their own copy of In the Spirit We Belong 3. Teacher reads page 120 and students recite the Apostles' Creed found on page 121. Through reciting the Apostles' Creed, students deepen their sense of belonging to the community of Christians around the world.

7.2 The teacher reviews the proper use of playing a tape on a tape recorder.

7.3 Reintroduce the commercially prepared read-a-long book and tape bags. Each group is given a selection to listen to. Students record anecdotal notes about their observations while listening to the tape and reading along with the book. The teacher gathers students in a large group and observations are shared. Particular attention should be given to expression, volume, and tone of voice.

7. 4 Using written materials of their choice (special prayer, poem, journal entry, favourite story book, own writing

sample), students work in pairs to practise using appropriate volume and tone of voice when reading aloud.

7.5 In pairs, students take turns reading their published book using the techniques (expression, volume, tone of voice) previously discussed.

7.6 Teacher demonstrates the proper technique of recording on a tape recorder.

7.7 In quiet areas of the school (library, health room, office, stage, program support room) students record their story with the help of a partner and or parent volunteer. This may take a number of days. Student make a unique label and place it on the recorded tape. The label should include the title, author's name, and some decorative symbols representing the story.

Adaptations

Resources

- **Journal entry,story books,writing samples**
- **In the Spirit We Belong 3**
- **New Testament-Good News Edition**
- **Commercially prepared books on tape**
- **White adhesive labels**
- **Tape recorders**
- **Blank audio tapes**
- **Parent/Guardian Volunteers**

Notes to Teacher

1. Prior to students listening to commercially prepared read-a-long book and tape bags, ensure their content does not go against Catholic values.

2. Ensure that copyright guidelines are followed when taped and printed materials are used.

3. When assigning partners, it may be necessary for the teacher to pair students with varied learning abilities.

4. A list of instructions on "How To Use The Tape Recorder" should be created by students and the teacher. The instructions should be readily available when students are recording their stories.

Curriculum Connections:
The Arts - students interpret and communicate the meaning of a Bible event from the Gospel of Mark, using different voice, tone, and expression while they record their story on tape.
Science - students describe in writing how a tape recorder works and how it meets specific needs in their daily lives. When problems evolve (e.g., the tape jams), students can plan an investigation to solve some of these problems and explain the steps involved to fix them (conflict resolution skills).

Teacher Reflections

The Easter Story

Read It! Write It! Hear It! An Integrated Unit for Grade 3

Description

Students strive to become self-directed, responsible, lifelong learners through the publication by the Catholic Kids Press of a read-a-long book and tape bag. Students become effective communicators and use the knowledge and skills they have developed in Language, Religion, and The Arts to share their impressions of an Easter event. They create an original response and support the efforts of others in their class. Their work is assessed throughout the unit and evaluated on the final presentation of their read-a-long book and tape bags.

Catholic Graduate Expectations
CGE 1a - illustrates a basic understanding of the saving story of our Christian faith.
CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.
CGE 5a - works effectively as an interdependent team member.
CGE 5g - achieves excellence, originality, and integrity in one's own work and support these qualities in the work of others.

Expectations

3e1 A	• communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event);
3e55 A	• view, read, and listen to media works that convey messages or information and talk about what they have learned;
3e61 A	– use appropriate volume, tone of voice, gestures, and stance when speaking, making a presentation, or reading aloud;
3e32 A	• express clear responses to written materials, relating the ideas in them to their own knowledge and experience and to ideas in other materials that they have read;
3a41 A	• interpret and communicate the meaning of stories, poems, plays, and other material drawn from a range of sources and cultures, using basic drama and dance techniques (e.g., writing in role);
3a47 A	– describe their own and others' work in drama and dance, using appropriate vocabulary (e.g., character, suspense, rhythm);
3a46 A	– demonstrate an understanding of a character's point of view through writing and speaking in role, and through using body movement in role (e.g., write diary entries and plant grain as a pioneer in Upper Canada);
3e26 A	– use visual material to reinforce a message (e.g., a photograph of an object they are describing);
3e64	– identify basic elements of text (e.g., size of print) and basic techniques (e.g., different tones of voice in audio productions) that help convey the message in print and media materials;
3a22 A	• produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;
3a23 A	• identify the elements of design (colour, line,

Groupings

Students Working Individually
Students Working In Small Groups

Teaching / Learning Strategies

Assessment

1. The teacher assesses the presentation, the book (including illustrations), the quality of the recording, and the bag design using the Culminating Task Rubric.
2. The teacher assesses each group presentation of the Bible event using the Reader's Theatre Presentation Rubric.
3. Using observation the teacher circulates during group presentations and records how students present their work and answer questions.
4. Students use Culminating Task Self-Assessment Rubric BLM 8.2 to reflect on their experiences.

Assessment Strategies

Classroom Presentation
Performance Task
Self Assessment
Observation

Assessment Recording Devices

Rubric
Checklist

shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art;

3a34 A – produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate their thoughts and feelings about specific topics or themes (e.g., produce a mural in a group interpreting a Native legend through colour, shape, and line);

3a38 A – explain how the artist has used the elements of design to communicate feelings and convey ideas (e.g., show that the artist has placed certain objects in the foreground of a picture to convey the idea that they are important);

3e66 A – create simple media works (e.g., create a series of shots using a still video camera or still camera and then display them for the class).

Teaching / Learning

8.1 Students gather for one final spiritual reflection. The teacher reads the vivid account, found in the Gospel according to Mark, of events that happened to the disciples after Jesus died. The teacher reads Mark 16:14-21. The class reflects on the story together and recognizes that Jesus' Easter gift to us is peace, forgiveness and the opportunity for eternal life with God. Students are now called to become modern-day disciples and to share the good news story of their own Easter with others.

8.2 Have parent volunteers sew the book bags in advance. Each bag should consist of two 30X30 cm squares of plain material sewn together. A cloth handle can be attached so they are easy to carry and store. Students can cut symbols, shapes, letters from coloured felt to decorate their bags. Fabric markers can be used to put the student's name on it. An alternative book bag would be a sturdy brown paper bag. Students could decorate the bags and design their names on the bags. Once completed, the published books and recorded tapes are placed in the bags. All the read-a-long books and tape bags are collected, placed in a box for a future activity.

8.3 An "Alleluia Celebration" takes place. Parents or other family members, the parish priest, school administrators, the teacher-librarian, former guest speakers (authors, illustrators, publishers) are invited to attend. The murals, samples of writing drafts/sketches/charts, photos of Easter people (heroes, saints, missionaries), Easter storybooks, and any other resources are displayed. The prayer table can have the Bible, a candle, an Easter lily, bread, and a cup on display. The celebration can include prayers, scripture, songs, and tableaux that were shared during the unit. In one area of the classroom, a box containing all the published read-a-long books and tape bags is kept covered. Towards the end of the celebration, attention is drawn to the box and it is opened. The Easter bags are presented to each author and students are congratulated for their effort and achievement. The tapes can be played if numerous tape recorders and headphones are set up around the room.

8.4 Each student presents their published read-a-long book and tape bag. The teacher assesses the presentation, the book including illustrations, the quality of the recording, and the bag design using the Culminating Task Rubric. This may take a number of hours and can be done over the course of a few days/weeks.

Adaptations

Resources

The Easter Story

Read It! Write It! Hear It! An Integrated Unit for Grade 3

Culminating Task Rubric	
BLM 8.1 Culminating Task - Self Assessment Checklist	BLM_8.1_Self_Assessment_S.cwk
Murals from subtask 5	1
Read-a-long book and tape bags	1
Tape recorders	1
Head phones	4
Oral Presentation	
Reader's Theatre	

Notes to Teacher

1. Activities for the "Alleluia Celebration" vary and can range from formal to informal resources. Invitations, food, music, and other components can be planned and organized according to the intentions of the Grade 3 class. Please be aware of students with food allergies when planning activities with food.

2. After all students have had a chance to present their published book and tape, they are presented to the teacher-librarian and put on display for a short time.

3. Each group could create a plan to present their Bible event using the Readers' Theatre technique. See the Teacher's Companion of the Ontario Curriculum Unit Planner for a description of the Reader's Theatre. This group presentation could be assessed during the "A Good News Gathering" using the Reader's Oral Presentation Rubric.

4. The teacher organize "A Good News Gathering" so other classes can see and hear different events that occurred during Easter. Each group would be given an area of the classroom to set up their mural. The read-a-long books and tape bags would be put on display. As different classes visit, each group would present a Reader's Theatre. This would be assessed using the Reader's Theatre - Oral Presentation. Visiting students could provide feedback about the presentations and read-a-long books and tape bags. The teacher would circulate during these presentations and observe how students presented their work and answered questions. Evaluation could be completed by using anecdotal notes.

5. Reader's Theatre can be modified for special needs students by having them read the same part with a buddy, giving them smaller amounts of text to read; giving them extra time to practise their text; having them chime in on certain words for effect; having them create and perform sound effects to match the dialogue.

Teacher Reflections

Appendices

The Easter Story

Read It! Write It! Hear It!

Resource List:

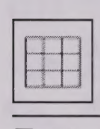
Blackline Masters:

Rubrics:

Unit Expectation List and Expectation Summary:

The Easter Story

Read It! Write It! Hear It! An Integrated Unit for Grade 3



Rubric

- ☐ **Criteria For Letter Writing Rubric** ST 5
  1
- ☐ **Culminating Task Rubric** ST 8
  3
- ☐ **Tableau Presentation Rubric** ST 4
  2

Blackline Master / File

- ☐ **BLM 1.1 Who Wants to be a Theologian?** ST 1
  BLM_1.1_TheologianQustns_S.cwk
  The following are questions and answers for the game show
  "Who Wants to be a Theologian?"
- ☐ **BLM 1.2 Jesus in the Garden of Olives** ST 1
  BLM_1.2_Bible_Event_1_T.cwk
  Reading from Mark-Jesus in the Garden of Olives
- ☐ **BLM 1.3 Peter Denies Jesus** ST 1
  BLM_1.3_Bible_Event_2_T.cwk
  Reading from Mark-Peter Denies Jesus
- ☐ **BLM 1.4 The Trial of Jesus** ST 1
  BLM_1.4_Bible_Event_3_S.cwk
  Reading from Mark-The Trial of Jesus
- ☐ **BLM 1.5 The Death of Jesus** ST 1
  BLM_1.5_Bible_Event_4_S.cwk
  Reading from Mark-The Death of Jesus
- ☐ **BLM 1.6 The Burial of Jesus** ST 1
  BLM_1.6_Bible_Event_5_S.cwk
  Reading from Mark-The Burial of Jesus
- ☐ **BLM 1.7 The Empty Tomb** ST 1
  BLM_1.7_Bible_Event_6_S.cwk
- ☐ **BLM 1.8 Cooperative Group Checklist** ST 1
  BLM_1.8_GrpWrkCo-opChklst_T.cwk
  Evaluate students on group work.
- ☐ **BLM 1.9 Easter Quiz** ST 1
  BLM_1.9_Easter_Quiz_S.cwk
  Evaluation of the Easter story.
- ☐ **BLM 2.1 Definitions of Story Elements** ST 2
  BLM_2.1_Definitions_T.cwk
- ☐ **BLM 2.2 Sample Questions to Assess Comprehension** ST 2
  BLM_2.2_SmplCmpAsesQstns_T.cwk
  Oral questions answered by students during and after reading the story.
- ☐ **BLM 2.3 Story Map** ST 2
  BLM_2.3_StoryMap_S.cwk
  After listening to a story children complete a story map.
- ☐ **BLM 3.1 Sample of Letter Format** ST 3
  BLM_3.1_SampleLetter_T.cwk
  This BLM will outline the letter format for the response journal.
- ☐ **BLM 3.2 Story Map** ST 3
  BLM_3.2_StoryMap_S.cwk
- ☐ **BLM 3.3 Story Map Checklist** ST 3
  BLM_3.3_StoryMapChcklst_S.cwk
  Checklist and rating scale for students to use with story map assignment.
- ☐ **BLM 4.1 Bible Event-Sequence Chart** ST 4
  BLM_4.1_SequenceChart_S.cwk
- ☐ **BLM 4.2 Peer-Assessment of Tableau** ST 4
  BLM_4.2_PeerEvaluation_S.cwk
  This BLM is to be use as a rating scale for peer assessment of the tableau
- ☐ **BLM 4.3 Bible Event-Web** ST 4
  BLM_4.3_WebBibleEvent_S.cwk
- ☐ **BLM 4.4 Mural Checklist** ST 4
  BLM_4.4_MuralChecklist_S.cwk
- ☐ **BLM 5.1 Revising Checklist and Rating Scale** ST 5
  BLM_5.1_RevisingChecklist_S.cwk
  Revising checklist and rating scale for student writing. This will
  be used by the student for self-assessment.
- ☐ **BLM 5.2 Proofreading Checklist** ST 5
  BLM_5.2_ProofreadChcklist_T.cwk
- ☐ **BLM 6.1 Publishing Checklist** ST 6
  BLM_6.1_PublishChecklist_S.cwk
- ☐ **BLM 8.1 Culminating Task - Self Assessment Checklist** ST 8
  BLM_8.1_Self_Assessment_S.cwk

The Easter Story

Read It! Write It! Hear It! An Integrated Unit for Grade 3

Print

- ☐ **A Childhood Tale of Laura Secord** — Unit
  Trottier, Maxine
  ISBN0439987245
- ☐ **Dictionary** — ST 5
- ☐ **Easter** — ST 1
  Pienkowski, Jan
  ISBN-0773722521
- ☐ **Emma and the Silk Train** — Unit
  Lawson, Julie
  ISBN 0176186441
- ☐ **Emma and the Silk Train** — ST 2
  Lawson, Julie
  ISBN 0176186441
  Neslon Language Arts 3, Hand in Hand
  unit 3, page 160
- ☐ **Emma and the Silk Train** — ST 3
  Lawson, Julie
  ISBN 0-17-618644-1
- ☐ **In the Spirit We Belong 3** — Unit
  Mahoney, Anne Louise (Ed.)
  ISBN-0889973474
- ☐ **In the Spirit We Belong 3** — ST 2
  Mahoney, Anne Louise (Ed.)
  ISBN 0889973474
- ☐ **In the Spirit We Belong 3** — ST 7
- ☐ **Jesus For Children** — Unit
  Griffin,William
  ISBN0896224856
- ☐ **Journal entry,story books,writing samples** — ST 7
- ☐ **Keep the Lights Burning Abbie (Level K)** — Unit
  Roop, Peter and Connie
  ISBN 059045594X
- ☐ **Keep the Lights Burning Abby** — ST 3
  Roop, Peter and Connie
  ISBN059045594X
  This book is found in the Scholastic Guided Reading Box Level K.
- ☐ **Lucy Maude and the Cavendish Cat** — Unit
  Manual, Lynn
- ☐ **Nelson Language Arts Hand in Hand** — Unit
  ISBN 0176186441
- ☐ **Nelson Language Arts3 Teacher Guide V1** — Unit
  ISBN 0176185844 Vol. 1
- ☐ **Nelson Language Arts3 Teacher Guide V2** — Unit
  ISBN 0176185879 Vol. 2
- ☐ **Nelson Lanuage Arts Keepsakes and Treasures** — Unit
  ISBN 0176186433
- ☐ **New Catholic Picture Bible** — Unit
  Lovasik,Lawrence
  ISBN0584963211
- ☐ **New Illustrated Bible For Children** — Unit
  Hirsh,E.B.R.
  ISBN087382912
- ☐ **New Testament-Good News Edition** — Unit
  ISBN-0888340389
- ☐ **New Testament-Good News Edition** — ST 7
  ISBN-0888340389
- ☐ **Noah and the Great Flood** — Unit
  Gerstein, Mordicai
  ISBN 0689813716
- ☐ **Sadako** — Unit
  Coerr, Eleanor and Young, Ed
  ISBN068115880
- ☐ **Sadako and the Paper Crane** — ST 2
  Coerr, Eleanor and Ed Young
  ISBN068115880
- ☐ **Sebastian** — Unit
  Winter,Jeanette
  ISBN015200629
- ☐ **Selina and the Bear Paw Quilt** — ST 2
  Smucker, Barbara
  ISBN 0176186433
  Found in Nelson Language Arts 3,Keepsakes and Treasures
  unit 1, page 48
- ☐ **Selina and the Big Bear Paw** — Unit
  Smucker, Barbara
  ISBN 0176186433
- ☐ **The Easter Story** — Unit
  Wildsmith, Brian
  ISBN0192799525
- ☐ **The Easter Story** — Unit
  Winkler,Jude Rev.
  St. Joseph Picture Books
- ☐ **The Easter Story** — ST 1
  Wildsmith, Brian
  ISBN 0192799525
- ☐ **The Easter Story** — ST 6
  Wildsmith, Brian
  ISBN0192799525
- ☐ **The Keeping Quilt** — Unit
  Palocco,Patricia
  ISBN0676496639
- ☐ **The Memory Horse** — Unit
  Harrison,Troon
  ISBN088776441
- ☐ **The New Testament** — ST 1
  Any version at the student's reading level.
- ☐ **The Ontario Curriculum Exemplars Grades 1-8 Reading** — ST 3
  Ministry of Education
- ☐ **The Quilt Story** — Unit
  Johnston, Tony and DePaola, Tomie
  ISBN059043905

The Easter Story

Read It! Write It! Hear It! An Integrated Unit for Grade 3

- ☐ **Thesaurus** — ST 5
- ☐ **Winter Days In the Big Woods** — Unit
  Wilder, Laura Ingalls
  ISBN 0060230223
- ☐ **Wonderful Easter** — Unit
  Matthews,Leonard
  ISBN0866253122
- ☐ **Write on Track** — Unit
  Kemper,Dave,Nathan,Ruth,Semranek,Patrick
  ISBN017606608
  Write on Track: A Handbook for young writers,thinkers and learners.

Media

- ☐ **Commercially prepared books on tape** — ST 7
- ☐ **The Story of Easter** — Unit
  Sony Wonder
  ISBN084998677

Material

- ☐ **30 cards 10cm x 30cm** — ST 2
  5
  per group
  Each group receives five cards. The cards are labelled character, setting, problem,plot,and conclusion.
- ☐ **Blank paper** — ST 6
  per person
- ☐ **Bristol board for folder** — ST 1
  1
  per person
- ☐ **Chart paper, marker** — ST 3
  per class
- ☐ **Construction paper** — ST 2
  per person
- ☐ **Markers, chart paper** — ST 1
  per group
- ☐ **Masking tape for the cards** — ST 2
  1
  per group
- ☐ **material samples, fabric swatches** — ST 3
- ☐ **Mural paper, construction paper** — ST 4
  per group
- ☐ **Murals from subtask 5** — ST 8
  1
  per group
- ☐ **Overhead sheets** — ST 3
  per class
- ☐ **Paint,pencils,markers,crayons** — ST 4
  per group
- ☐ **Paper,pencils,erasers** — ST 5
  per person
- ☐ **Pencil crayons, markers** — ST 6
  per person
- ☐ **Pencils** — ST 2
  1
  per pair
- ☐ **Photograph of child** — ST 6
  per person
- ☐ **props, costumes** — ST 4
  per group
- ☐ **Read-a-long book and tape bags** — ST 8
  1
  per person
- ☐ **White adhesive labels** — ST 7
  per person

Equipment / Manipulative

- ☐ **Blank audio tapes** — ST 7
  per person
- ☐ **Book binder,laminator** — ST 6
  per class
- ☐ **Computer** — ST 5
- ☐ **Computer** — ST 6
  per class
- ☐ **Head phones** — ST 8
  4
  per group
- ☐ **Overhead** — ST 3
  per class
- ☐ **Tape recorders** — ST 7
  per group
- ☐ **Tape recorders** — ST 8
  1
  per group

Parent Community

- ☐ Parent/guardian volunteers ST 6
- ☐ Parent/Guardian Volunteers ST 7

Companions Bookmark

- ☐ Oral Presentation ST 8
- ☐ Reader's Theatre ST 8
- ☐ Tableau ST 4
- ☐ The Sequence Chart ST 4
- ☐ The Web ST 4

Who Wants To Be A Theologian?

1. Name the most published book in the world.
   a. The Paper Bag Princess
   b. Harry Potter and the Philosopher's Stone
   c. The Bible
   d. Snow White

2. The word "Gospel" means ...
   a. go spell
   b. go sing
   c. good spelling
   d. good news

3. One of these men did not write a gospel in the New Testament.
   a. Mark
   b. Luke
   c. Malcolm
   d. Matthew

4. The baby Jesus was born in a ...
   a. a manger
   b. a hospital
   c. a hotel
   d. a house

5. Joseph, Jesus' father on earth, was a ...
   a. fisherman
   b. carpenter
   c. priest
   d. Roman soldier

6. Jesus had a very special mother. Her name was ...
   a. Martha
   b. Elizabeth
   c. Mary
   d. Anne

Who Wants To Be A Theologian?

7. Jesus performed many miracles. One of these does not belong.
   a. He walked on water
   b. He made the blind see
   c. He multiplied the loaves and fish
   d. He turned everything He touched into gold

8. Jesus had this many disciples.
   a. 8
   b. 10
   c. 12
   d. 14

9. Advent is near Christmas. _____ is near Easter.
   a. Lent
   b. Thanksgiving
   c. Father's Day
   d. Canada Day

10. How many days are in Lent?
   a. 7
   b. 31
   c. 40
   d. 100

11. Jesus rode into Jerusalem on a ...
   a. wagon
   b. horse
   c. donkey
   d. school bus

12. People waved _____ in the air when they welcomed Jesus into Jerusalem.
   a. sticks
   b. banners
   c. flags
   d. palms

Who Wants To Be A Theologian?

13. Jesus celebrated the Last Supper with his disciples on a ...
    a. Sunday
    b. Thursday
    c. Friday
    d. Saturday

14. Where was Jesus crucified?
    a. Mount of Olives
    b. Bethlehem
    c. Golgotha
    d. Jerusalem

15. Jesus died on which day?
    a. Palm Sunday
    b Holy Thursday
    c. Good Friday
    d. Easter Sunday

16. According to the Bible, Jesus died at...
    a. 12:00 noon
    b. 3:00 p.m.
    c. 6:00 p.m.
    d. 9:00 p.m.

17. Who found out Jesus' tomb was empty?
    a. Roman soldiers
    b. Mary Magdalene
    c. Zacheus
    d. Pilate

18. What day of the week did Jesus rise from the dead?
    a. Sunday
    b. Thursday
    c. Friday
    d. Saturday

Who Wants To Be A Theologian?

19. Jesus died around what age?
    a. 16
    b. 21
    c. 30
    d. 65

20. Lent begins on ...
    a. Pancake Tuesday
    b. Ash Wednesday
    c. Feast of the Holy Family
    d. Pentecost Sunday

Answers to BLM 1.1 Who Wants To Be A Theologian?

1. c
2. d
3. c
4. a
5. b
6. c
7. d
8. c
9. a
10. c
11. c
12. d
13. b
14. c
15. c
16. b
17. b
18. a
19. c
20. b

Jesus in the Garden of Olives

Mark 14:32-51
(New Testament, Good News Edition pg. 133-134)

They came to a place called Gethsemane, and Jesus said to his disciples, "Sit here while I pray." He took Peter, James, and John with him. Distress and anguish came over him, and he said to them, "The sorrow in my heart is so great that it almost crushes me. Stay here and keep watch."

He went a little farther on, threw himself on the ground, and prayed that, if possible, he might not have to go through that time of suffering. "Father," he prayed, "My Father! All things are possible for you. Take this cup of suffering away from me. Yet not what I want, but what you want." Then he returned and found the three disciples asleep. He said to Peter, "Simon are you asleep? Weren't you able to stay awake even for one hour?" And he said to them, "Keep watch, and pray that you will not fall into temptation. The spirit is willing, but the flesh is weak".

He went away once more and prayed, saying the same words. Then he came back to the disciples and found them asleep; they could not keep their eyes open. And they did not know what to say to him.

"When they came back the third time, he said to them, "Are you still sleeping and resting? Enough! The hour has come! Look, the Son of Man is now being handed over to the power of sinful men. Get up, let us go. Look, here is the man who is betraying me!"

Jesus was still speaking when Judas, one of the twelve disciples, arrived. With him was a crowd armed with swords and clubs, and sent by the chief priests, the teachers of the Law, and the elders. The traitor had given the crowd a signal: "The man I kiss is the one you want. Arrest him and take him away under guard."

As soon as Judas arrived he went up to Jesus and said, "Teacher!" and kissed him. So they arrested Jesus and held him tight. But one of those standing there drew his sword and struck at the High Priest's slave, cutting off his ear.

Then Jesus spoke up and said to them, "Did you have to come with swords and clubs to capture me, as though I were an outlaw? Day after day I was with you teaching in the Temple, and you did not arrest me, but the Scriptures must come true."

Then all the disciples left him and ran away.

Peter Denies Jesus

Mark 14:66-72
(New Testament, Good News Edition pg. 136)

Peter was still down in the courtyard when one of the High Priest's servant-girls came by. When she saw Peter warming himself, she looked straight at him and said, "You, too, were with Jesus of Nazareth."

But he denied it. "I don't know... I don't understand what you are talking about," he answered, and went out into the passage. Just then a cock crowed.

The servant-girl saw him there and began to repeat to the bystanders, "He is one of them!" But Peter denied it again.

A little while later, the bystanders accused Peter again, "You can't deny that you are one of them because you, too, are from Galilee."

Then Peter said, "I swear that I am telling the truth! May God punish me if I am not! I do not know the man you are talking about!"

Just then a cock crowed a second time, and Peter remembered how Jesus had said to him, "Before the cock crows twice, you will say three times that you do not know me." And he broke down and cried.

The Trial of Jesus

Mark 15:1-15
(New Testament, Good News Edition pg. 136-138)

Early in the morning the chief priests met hurriedly with the elders, the teachers of the Law, and the whole Council, and made their plans. They put Jesus in chains, led him away, and handed him over to Pilate. Pilate questioned him, "Are you the king of the Jews?" Jesus answered, "So you say."

The chief priests were accusing Jesus of many things, so Pilate questioned him again, "Aren't you going to answer? Listen to all their accusations!"

Again Jesus refused to say a word, and Pilate was amazed. At every Passover festival, Pilate was in the habit of setting free any one prisoner the people asked for. At that time a man named Barabbas was in prison with the rebels who had committed murder in the riot. When the crowd gathered and began to ask Pilate for the usual favour, he asked them, "Do you want me to free for you the king of the Jews?" He knew very well that the chief priests had handed Jesus over to him because they were jealous.

But the chief priests stirred up the crowd to ask, instead, for Pilate to set Barabbas free for them. Pilate spoke again to the crowd, "What, then, do you want me to do with the one you call the king of the Jews?" They shouted back, "Crucify him!"

Pilate wanted to please the crowd, so he set Barabbas free for them. Then he had Jesus whipped and handed him over to be crucified.

The Death of Jesus

Mark 15:16-40
(New Testament, Good News Edition pg. 136-138)

The soldiers took Jesus inside to the courtyard of the governor's palace and called together the rest of the company. They put a purple robe on Jesus, made a crown out of thorny branches, and put it on his head. Then they began to salute him: "Long live the king of the Jews!" They beat him over the head with a stick, spat on him, fell on their knees, and bowed down to him. When they had finished mocking him, they took off the purple robe and put his own clothes back on him. Then they led him out to crucify him.

On the way they met a man named Simon, who was coming into the city from the country, and the soldiers forced him to carry Jesus'cross. They took Jesus to a place called Golgotha, which means "The Place of the Skull." There they tried to give him wine mixed with a drug called myrrh, but Jesus would not drink it. Then they crucified him and divided his clothes among themselves, throwing dice to see who would get which piece of clothing. It was nine o'clock in the morning when they crucified him. The notice of the accusation against him said: "The King of the Jews." They also crucified two bandits with Jesus, one on his right and the other on his left.

People passing by shook their heads and hurled insults at Jesus: "Aha! You were going to tear down the Temple and build it up again in three days! Now come down from the cross and save yourself!"

In the same way the chief priests and the teachers of the Law jeered at Jesus, saying to each other, "He saved others, but he cannot save himself! Let us see the Messiah, the king of Israel, come down from the cross now, and we will believe in him!" And the two who were crucified with Jesus insulted him also.

At noon the whole country was covered with darkness, which lasted for three hours. At three o'clock Jesus cried out with a loud shout, "Eloi, Eloi, lema sabachthani?" which means, "My God, my God, why did you abandon me?"

Some of the people there heard him and said, "Listen, he is calling for Elijah!" One of them ran up with a sponge, soaked it in cheap wine, and put it on the end of a stick. Then he held it up to Jesus' lips and said, "Wait! Let us see if Elijah is coming to bring him down from the cross!"

With a loud cry Jesus died. The curtain hanging in the Temple was torn in two, from top to bottom. The army officer who was standing there in front of the cross saw how Jesus had died. "This man was really the Son of God!" he said.

The Burial of Jesus

Mark 15:42-47
(New Testament, Good News Edition pg. 141)

It was toward evening when Joseph of Arimathea arrived. He was a respected member of the Council, who was waiting for the coming of the Kingdom of God. It was Preparation Day (that is the day before the Sabbath), so Joseph went boldly into the presence of Pilate and asked him for the body of Jesus.

Pilate was surprised to hear that Jesus was already dead. He called the army officer and asked him if Jesus had been dead a long time. After hearing the officer's report, Pilate told Joseph he could have the body. Joseph brought a linen sheet, took the body down, wrapped it in the sheet, and placed it in a tomb which had been dug out of solid rock.

Then he rolled a large stone across the entrance to the tomb. Mary Magdalene and Mary the mother of Joseph were watching, and saw where the body of Jesus was placed.

The Empty Tomb

Mark 16:1-8
(New Testament, Good News Edition pg.141-142)

After the Sabbath was over, Mary Magdalene, Mary the mother of James, and Salome bought spices to go and anoint the body of Jesus. Very early on Sunday morning, at sunrise, they went to the tomb. On the way they said to one another, "Who will roll away the stone for us from the entrance of the tomb?" (it was a very large stone). Then they looked up and saw that the stone had already been rolled back. So they entered the tomb, when they saw a young man sitting on the right, wearing a white robe - and they were alarmed.

"Don't be alarmed." he said. "I know you are looking for Jesus of Nazareth, who was crucified. He is not here - he has been raised! Look, here is the place where they put him. Now go and give this message to his disciple, including Peter: "He is going to Galilee ahead of you; there you will see him, just as he told you."

So they went out and ran from the tomb, distressed and terrified. They said nothing to anyone, because they were afraid.

Cooperative Group Checklist

Bible Event #_____

Date: _____

Title: _____

Group Members:

Criteria	Yes	No	Comment
*Used quiet voices	___	___	
*Established a process for taking turns	___	___	
*All group members fulfilled their roles	___	___	
*Everyone contributed their ideas	___	___	
*Supported and encouraged one another	___	___	
*Spoke politely and respectfully	___	___	
*Completed the task on time	___	___	
*Stayed on topic	___	___	
*Evaluated group progress	___	___	

Easter Quiz

Name: _____

A. Fill in the Blank

1. Jesus offered His disciples _____ and _____ on Holy Thursday.

2. After the Last Supper, Jesus went to _____ with His disciples.

3. When Jesus and His disciples went to the Garden of Olives (Gethsemane), he said the _____ prayer for the first time.

4. Judas betrayed Jesus for _____ silver coins.

5. Judas betrayed Jesus with a _____ in front of the soldiers.

6. The rooster crowed _____ times after Peter denied he knew Jesus.

B. True or False

Write the word "true" or "false". DO NOT WRITE "T" or "F".

1. Pilate set Barabbas free instead of Jesus.

2. The soldiers put a blue robe on Jesus.

3. A man named Sam helped Jesus carry the cross.

4. Golgatha means "The Place of the Skull."

5. Jesus died at 3:00 p.m. on Good Friday.

6. When Mary Magdalene went to Jesus' tomb on Easter Sunday, the entrance was sealed with a big rock.

7. A white linen cloth was left inside the tomb.

Easter Quiz

C. Multiple Choice
Circle the correct answer.

1. The four Evangelists or gospel writers are:
   a. Brian, A.J., Howie, Nick
   b. George, John, Paul, Ringo,
   c. Matthew, Paul, John, Mark
   d. Luke, Mark, John, Matthew

2. Jesus entered Jerusalem on ...
   a. Ash Wednesday b. Palm Sunday
   c. Holy Thursday d. Easter Sunday

3. Jesus was betrayed by ...
   a. John b. Joseph c. Judas d. James

4. Jesus was crucified on a cross beside how many people?
   a. 1 b. 2 c. 3 d. 4

5. Catholics around the world gather on Sunday to receive the Eucharist. The first mass was celebrated by Jesus and His disciples on ...
   a. Thanksgiving
   b. Christmas
   c. Ash Wednesday
   d. Holy Thursday

6. Jesus rose from the dead so we can....
   a. have our sins forgiven
   b. enter into the kingdom of heaven
   c. understand and fill God's plan for us
   d. all of the above

Easter Quiz

D. Short Answers

Write one or two sentences for each question.

1. Why do you think Pilate and some of the government officials were worried about Jesus?

_____

_____

2. Why do you think Peter said he did not know Jesus? What was he afraid of?

_____

_____

3. Who helped Jesus when He travelled to Golgotha? Choose someone and tell what he or she did for Jesus.

_____

_____

4. What did Jesus carry on His back as he walked up the hill to Golgotha. What happened next?

_____

_____

5. Do you know what Jesus said before He died? What do you think it meant?

_____

_____

Definitions of Story Elements

Character:

Setting:

Plot:

Conclusion:

Sample Questions to Assess Comprehension

(Teacher Reference)

(These questions are based on "Selina and the Bear Paw Quilt")

Questions During Read-Aloud:

1. What is Selina making?
2. What is Grandmother doing?
3. Why are quilting bees like holidays?
4. What do you notice about how the women are making the quilt?
5. If you were Selina, how would you feel?
6. Do you think the quilt is a good gift? Why?
7. How do you think Grandmother is feeling?
8. Share something about the new place Selina will be living in?
9. Do you think Selina will remember her grandmother? Why?
10. Do you like the way the story ended? Why?

Questions for Understanding

1. Why did Selina's family have to move?
2. Tell me something good about the move?
3. What did people make the quilts out of ?
4. Why were quilts important?
5. Why does Selina think her grandmother would always be with her?

Story Map

Name:_____

Date:_____

Title:_____

Characters
Who is in the story?

_____

Setting
Where does it take place?

_____

Problem
What is the problem?

_____

Plot
What happened in the story?

1. _____

2. _____

3. _____

4. _____

Conclusion
How does the story end?

_____

_____

Sample Letter Format

Date_____

Dear _____,

Retell
Retell the story to your friend.
Use the story elements (character, setting, plot, conclusion)
(Use at least 3 paragraphs.)

Relate
This story reminds me of....
This makes me think of....
(Use at least 1 paragraph.)

Reflect
I wonder why...
I wonder if...
Now I understand that...
(Use at least 1 paragraph.)

Sincerely,

_____

Story Map

Date:_____

Name:_____

Title:_____

Setting:

_____

_____

Characters:

_____

_____

Plot/Problem:

_____

_____

Conclusion:

_____

_____

Story Map Checklist and Comments

Name:_____ **Date:**_____

Cirlce the Correct Answer "Yes" or "No."

1. Did I write about the characters of the story? **Yes** **No**
Comment

_____

2. Did I describe the setting of the story with lots of details? **Yes** **No**
Comment

_____

3. Did I talk about the problem and plot in the story? **Yes** **No**
Comment

_____

4. Did I write about a solution to the problem? **Yes** **No**
Comment

_____

5. Did I use describing words? **Yes** **No**
Comment

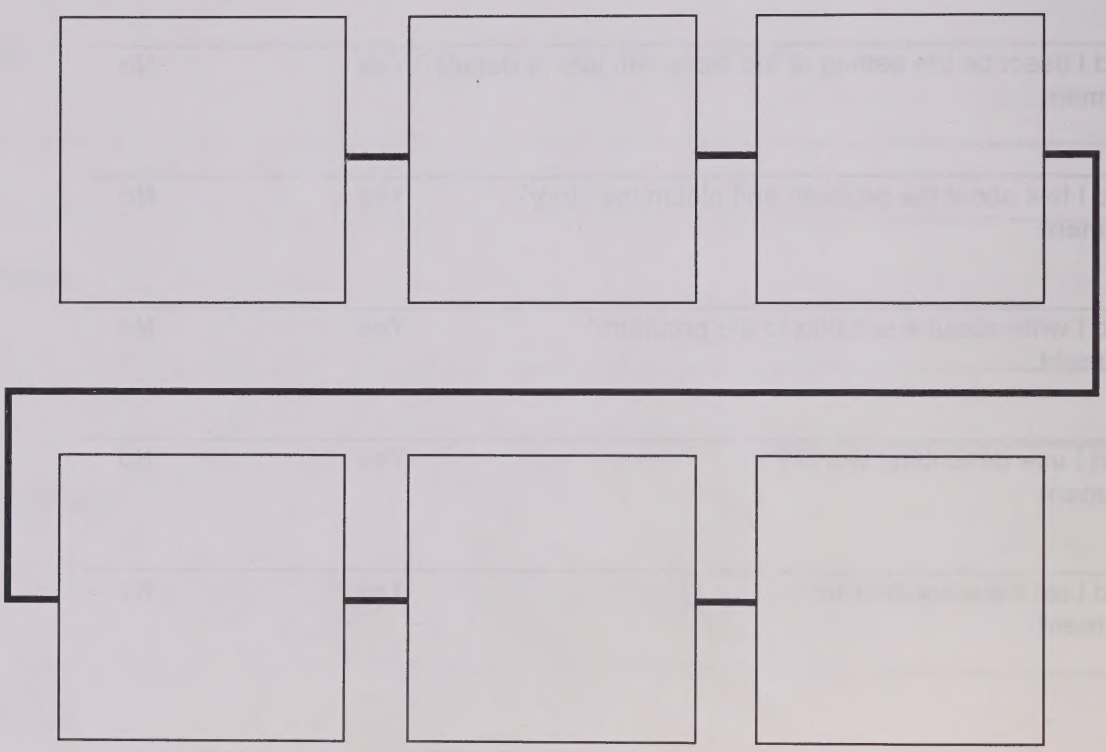
_____

6. Did I tell the story in order? **Yes** **No**
Comment

Sequence Chart for Bible Event

Name:_____ Date:_____

Bible Event #_____



Peer-Assessment of Tableau

Name:_____ **Date:**_____

Group #_____

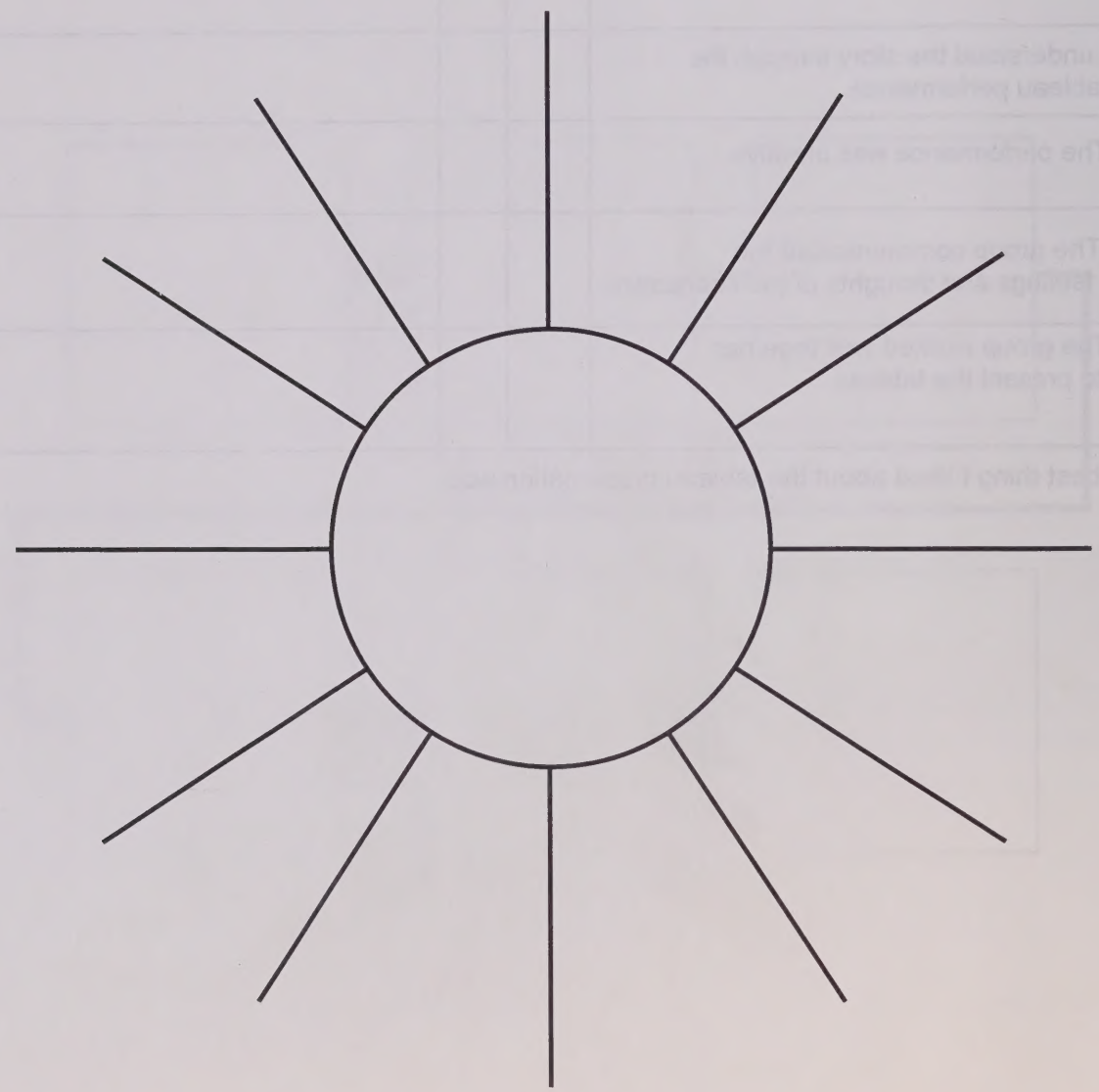
	YES	NO	Comments
1. I understood the story through the tableau performance.			
2. The performance was creative.			
3. The group communicated the feelings and thoughts of the characters.			
4. The group worked well together to present the tableau.			

The best thing I liked about the tableau presentation was

Bible Event-Web

Name: _____ **Date:** _____

Bible Event # _____



Mural Checklist

Name: _____

Date: _____

Put a check mark in the YES or NO column.	**YES**	**NO**
1. The mural represents the story		
2. Foreground used		
3. Middleground used		
4. Background used		
5. Good use of colour and space		
6. Setting is shown		
7. The characters are visible in the scene		

Comment:

Revising Checklist and Rating Scale

Name:_____ **Date:**_____

Bible Event #_____

a) Read the sentence and answer YES or NO. Tell why or write down some ideas to improve your writing.
b) Read each sentence again and rate your answer.

1 = Seldom **2 = Sometimes** **3 = Often** **4 = Usually**

1) Is the writing clear and easy to understand ? 1 2 3 4

_____

_____

_____

2) Are there places you could add some more interesting words ? 1 2 3 4

_____

_____

_____

3) Are the sentences different? Are the sentences different lengths? 1 2 3 4

_____

_____

_____

4) Did you use good words to make the story interesting and real? 1 2 3 4

_____

_____

5. Do the sentences begin and end properly? 1 2 3 4

6. Does the story have a good beginning, a good middle, and a good ending? 1 2 3 4

7. Do all the sentences make sense? 1 2 3 4

8. Did you complete the retell, relate, and reflect parts of your story? 1 2 3 4

Proofreading Checklist

Fill in the checklist.
Proofread your work if you checked **"Not Sure"** or **"No"**.

	Yes	Not Sure	No
1. I circled all the words I think I didn't spell correctly.	_____	_____	_____
2. I read each sentence out loud to make sure it is a complete thought.	_____	_____	_____
3. I made sure I used a comma or period where the reader should pause or stop.	_____	_____	_____
4. I made sure I used quotation marks for the parts when someone is talking.	_____	_____	_____
5. I checked for capitals: -at the beginning of sentences -for names of people and places	_____	_____	_____
6. I looked at the end of each sentence to decide whether I needed a period, a question mark, or an exclamation mark.	_____	_____	_____

Publishing Checklist

Name: _____

Date: _____

Bible Event # _____

Circle a "Yes" or "No" to each question.	**Yes**	**No**
1. I have completed an interesting cover for my book.	_____	_____
2. I have completed a "Dedication" page.	_____	_____
3. Each page of my book has a number, words, and a picture.	_____	_____
4. My pictures are detailed, colourful, and tell about the words on the page.	_____	_____
5. I have completed an "About the Author" page.	_____	_____
6. My book is ready to be published.	_____	_____

Culminating Task - Self Assessment Checklist

Unit: The Easter Story - Read It! Write It! Hear It!

Name: _____ **Date:** _____

Think about what you learned and completed in this unit.
Circle the answer that describes you the best.

1. Did I find information about real people and how they make the world a better place? Yes No

2. Did I think about my own life and experiences in letters stories and pictures? Yes No

3. Did I work carefully through the writing process? Yes No

4. Did I work well in my group? Yes No

5. Did I complete all my tasks on time? Yes No

Reflecting On My Learning:

1. Three things I learned in this unit are...

_____

_____

_____

2. I would like to find out more about ...

_____

_____

_____

3. I like the way ...

_____

_____

_____

Criteria For Letter Writing Rubric

for use with Subtask 5 : The Greatest Story Ever Told...Write It!
from the Grade 3 Unit: **The Easter Story**

Student Name:_____
Date:_____

Expectations for this Subtask to Assess with this Rubric:

3e2 • write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes);

3e3 • organize information into short paragraphs that contain a main idea and related details;

3e7 • revise and edit their work, using feedback from the teacher and their peers;

3e8 • proofread and correct their final drafts;

3e10 • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
– voice (feelings, opinions, attitudes) 3e2	– evidence of the writer's voice is limited	– there is some evidence of the writer's voice – evidence of the writer's voice is sometimes clear	– evidence of the writer's voice is clear	– evidence of the writer's voice is clear, providing a sense of who the writer is and making the letter seem genuine
- paragraph structure (includes paragraphs that have a beginning, middle and end) 3e3	– there is limited evidence of paragraphs (the sentences are not related)	– some attempt has been made to structure paragraphs (the sentences are somewhat related)	– there are short paragraphs, each containing a main idea and related details	– the main idea and supporting details of each paragraph are clear, and the paragraphs are linked to each other
-link to personal experience 3e2	– makes few simple connections between the bible event and personal experiences	– makes some simple connections between the bible event and personal experiences	– makes appropriate connections between the bible event and personal experiences	– makes many complex and thoughtful connections between the bible event and personal experiences
Writing Process 3e7 -revise and edits 3e8 -proofreads and corrects	– seldom uses feedback when editing and revising work	– sometimes uses feedback when editing and revising work	– uses feedback when editing and revising work	– consistently uses feedback when editing and revising work
– grammar, spelling, punctuation 3c10	– seldom uses the conventions studied correctly – makes frequent errors in spelling	– correctly uses some of the conventions studied – uses conventional spellings for familiar words and some phonetic spelling for more difficult words	– correctly uses most of the conventions studied – shows increased accuracy in spelling by using spelling strategies (e.g., phonics, rules, sources)	– correctly uses all or almost all of the conventions studied – makes almost no errors in spelling

Student Name:_____
Date:_____

Tableau Presentation Rubric

for use with Subtask 4 : Mark Tells Us His Version
from the Grade 3 Unit: **The Easter Story**

Expectations for this Subtask to Assess with this Rubric:

3e54 • apply the rules for working with others;

3e63 – contribute ideas appropriate to the topic in group discussion and listen to the ideas of others;

3a41 • interpret and communicate the meaning of stories, poems, plays, and other material drawn from a range of sources and cultures, using basic drama and dance techniques (e.g., writing in role);

3a56 – communicate, through movement, their thoughts and feelings about topics studied in other subject areas (e.g., create a movement sequence to express their fear of an environmental event such as a storm);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of the story concepts 3a41 - plot, character, setting, conclusion	– shows understanding of few of the concepts	– shows understanding of some of the concepts	– shows understanding of most of the concepts	- shows understanding of all (or almost all) of the concepts
Performance of the tableau 3a56 - body movement	– applies few of the skills, concepts, and techniques taught	– applies some of the skills, concepts, and techniques taught	– applies most of the skills, concepts, and techniques taught	– applies all (or almost all) of the skills, concepts, and techniques taught
Communication of the story and main idea 3a56	– the tableau communicates the story in a limited or incomplete ways	– the tableau occasionally communicates the story in a complete ways	– the tableau usually communicates the story in a complete way	– the tableau consistently communicates the story in a well-developed way
Group collaboration - evidence of planning and co-operation 3e54 3e63	-limited collaboration within the group during preparation and presentation	-works collaboratively within the group some of the time during preparation and presentation	-works collaboratively with the group most of the time during preparation and presentation	-works collaboratively within the group consistently during preparation and presentation

Student Name:_____
Date:_____

Culminating Task Rubric

for use with Subtask 8 : The Easter Story...Hear It!
from the Grade 3 Unit: **The Easter Story**

Expectationsfor this Subtask to Assess with this Rubric:

3e61 – use appropriate volume, tone of voice, gestures, and stance when speaking, making a presentation, or reading aloud;

3e66 – create simple media works (e.g., create a series of shots using a still video camera or still camera and then display them for the class).

3a22 • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Communication **3e61, 3e66** - eye contact with audience, visual appeal of presentation, body movement, volume, gestures, tone of voice, stance	- limited use of communication techniques.	- uses communication techniques with some ability.	- uses communication techniques.	- uses communication techniques with consistency.
Organization **3a22** - pictures are colourful - details in pictures - book cover interesting - dedication page - visually appealing book	- limited use of colours and space in the book. - limited organization in the book, tape, and bag.	- there is some use of colours and space in the book. - some organization in the book, tape, and bag.	- there is effective use of colours and space in the book. - there is clear organization in the book, tape, and bag.	- there is clear and effective use of colours and space in the book. - there is clear and precise organization in the book, tape, and bag.
Reasoning **3a22** - story has characters, setting, plot, problem	- limited use of story elements. - a few simple ideas in the Easter story book.	- some use of story elements. - a variety of simple and related ideas in the Easter story book.	- uses story elements. - ideas of some complexity in the Easter story book.	- uses of story elements consistently. - complex ideas in the Easter story book.

The Easter Story

Read It! Write It! Hear It! An Integrated Unit for Grade 3

		Selected	Assessed
English Language---Writing			
☐ 3e1	• communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event);	2	1
☐ 3e2	• write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes);		3
☐ 3e3	• organize information into short paragraphs that contain a main idea and related details;		2
☐ 3e5	• produce pieces of writing using a variety of forms (e.g., simple research reports, letters, stories, poems);		2
☐ 3e6	• use materials from other media (e.g., sketches) to enhance their writing;	2	
☐ 3e7	• revise and edit their work, using feedback from the teacher and their peers;		1
☐ 3e8	• proofread and correct their final drafts;		1
☐ 3e9	• use and spell correctly the vocabulary appropriate for this grade level;	1	
☐ 3e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).		2
☐ 3e12	– correctly use nouns, verbs, adjectives, and adverbs;	1	
☐ 3e15	– use exclamation marks appropriately;	1	
☐ 3e17	– use a variety of sources (e.g., dictionary, word lists, computer) to check the spelling of unfamiliar words;	1	
☐ 3e25	– accurately use titles and subheadings as organizers;	1	
☐ 3e26	– use visual material to reinforce a message (e.g., a photograph of an object they are describing);	1	1
☐ 3e27	– select and correctly use the format suited to their purpose for writing (e.g., letter, e-mail, chart);	2	1
English Language---Reading			
☐ 3e29	• read a variety of fiction and non-fiction materials (e.g., chapter books, children's reference books) for different purposes;	1	1
☐ 3e30	• read aloud, speaking clearly and with expression;	1	
☐ 3e31	• read independently, using a variety of reading strategies;		1
☐ 3e32	• express clear responses to written materials, relating the ideas in them to their own knowledge and experience and to ideas in other materials that they have read;		2
☐ 3e35	• use conventions of written materials to help them understand and use the materials.		1
☐ 3e36	– identify and restate the main idea in a piece of writing, and cite supporting details;		2
☐ 3e37	– identify and describe some elements of stories (e.g., plot, central idea, characters, setting);	2	1
☐ 3e39	– begin to make inferences while reading;	1	1
☐ 3e43	– use their knowledge of the organization and characteristics of different forms of writing as a guide before and during reading (e.g., chapters in an adventure story often end with a cliffhanger; menus usually list the items of food on the left and the price of each item on the right);	1	
English Language---Oral and Visual Communication			
☐ 3e52	• retell stories, demonstrating an understanding of basic story structure and including information about characters, action, and story ending;	2	2
☐ 3e53	• talk about characters and situations in stories, and information and ideas in non-fiction materials;	1	
☐ 3e54	• apply the rules for working with others;	3	2
☐ 3e55	• view, read, and listen to media works that convey messages or information and talk about what they have learned;	2	1
☐ 3e56	• create a variety of simple media works;	1	
☐ 3e61	– use appropriate volume, tone of voice, gestures, and stance when speaking, making a presentation, or reading aloud;	1	2
☐ 3e62	– use pauses and repetition effectively for emphasis in speech;	1	
☐ 3e63	– contribute ideas appropriate to the topic in group discussion and listen to the ideas of others;		2
☐ 3e64	– identify basic elements of text (e.g., size of print) and basic techniques (e.g., different tones of voice in audio productions) that help convey the message in print and media materials;	1	1
☐ 3e66	– create simple media works (e.g., create a series of shots using a still video camera or still camera and then display them for the class).		1
The Arts---Visual Arts			
☐ 3a22	• produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;		2
☐ 3a23	• identify the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art;		1
☐ 3a34	– produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate their thoughts and feelings about specific topics or themes (e.g., produce a mural in a group interpreting a Native legend through colour, shape, and line);		3

The Easter Story

Read It! Write It! Hear It! An Integrated Unit for Grade 3

		Selected	Assessed
☐ 3a35	– identify and explain the specific choices they made in planning, producing, and displaying their own art work (e.g., the choices of subject matter, colours, location for display);		2
☐ 3a38	– explain how the artist has used the elements of design to communicate feelings and convey ideas (e.g., show that the artist has placed certain objects in the foreground of a picture to convey the idea that they are important);		1

The Arts---Drama & Dance

☐ 3a41	• interpret and communicate the meaning of stories, poems, plays, and other material drawn from a range of sources and cultures, using basic drama and dance techniques (e.g., writing in role);		2
☐ 3a46	– demonstrate an understanding of a character's point of view through writing and speaking in role, and through using body movement in role (e.g., write diary entries and plant grain as a pioneer in Upper Canada);		1
☐ 3a47	– describe their own and others' work in drama and dance, using appropriate vocabulary (e.g., character, suspense, rhythm);		1
☐ 3a54	– defend a point of view through speaking and writing in role (e.g., as townsfolk, plead with the mayor to save their town);	1	
☐ 3a56	– communicate, through movement, their thoughts and feelings about topics studied in other subject areas (e.g., create a movement sequence to express their fear of an environmental event such as a storm);		1

Expectation Summary

Selected | Assessed

The Easter Story

Read It! Write It! Hear It! An Integrated Unit for Grade 3

English Language

3e1	2	1	3e2		3	3e3		2	3e4			3e5		2	3e6	2		3e7		1	3e8		1	3e9	1		3e10		2
3e11			3e12	1		3e13			3e14			3e15	1		3e16			3e17	1		3e18			3e19			3e20		
3e21			3e22			3e23			3e24			3e25	1		3e26	1	1	3e27	2	1	3e28			3e29	1	1	3e30	1	
3e31		1	3e32		2	3e33			3e34			3e35		1	3e36		2	3e37	2	1	3e38			3e39	1	1	3e40		
3e41			3e42			3e43	1		3e44			3e45			3e46			3e47			3e48			3e49			3e50		
3e51			3e52	2	2	3e53	1		3e54	3	2	3e55	2	1	3e56	1		3e57			3e58			3e59			3e60		
3e61	1	2	3e62	1		3e63		2	3e64	1	1	3e65			3e66		1												

Mathematics

3m1			3m2			3m3			3m4			3m5			3m6			3m7			3m8			3m9			3m10		
3m11			3m12			3m13			3m14			3m15			3m16			3m17			3m18			3m19			3m20		
3m21			3m22			3m23			3m24			3m25			3m26			3m27			3m28			3m29			3m30		
3m31			3m32			3m33			3m34			3m35			3m36			3m37			3m38			3m39			3m40		
3m41			3m42			3m43			3m44			3m45			3m46			3m47			3m48			3m49			3m50		
3m51			3m52			3m53			3m54			3m55			3m56			3m57			3m58			3m59			3m60		
3m61			3m62			3m63			3m64			3m65			3m66			3m67			3m68			3m69			3m70		
3m71			3m72			3m73			3m74			3m75			3m76			3m77			3m78			3m79			3m80		
3m81			3m82			3m83			3m84			3m85			3m86			3m87			3m88			3m89			3m90		
3m91			3m92			3m93			3m94			3m95			3m96			3m97			3m98			3m99			3m100		
3m101			3m102			3m103			3m104			3m105			3m106														

Science and Technology

3s1			3s2			3s3			3s4			3s5			3s6			3s7			3s8			3s9			3s10		
3s11			3s12			3s13			3s14			3s15			3s16			3s17			3s18			3s19			3s20		
3s21			3s22			3s23			3s24			3s25			3s26			3s27			3s28			3s29			3s30		
3s31			3s32			3s33			3s34			3s35			3s36			3s37			3s38			3s39			3s40		
3s41			3s42			3s43			3s44			3s45			3s46			3s47			3s48			3s49			3s50		
3s51			3s52			3s53			3s54			3s55			3s56			3s57			3s58			3s59			3s60		
3s61			3s62			3s63			3s64			3s65			3s66			3s67			3s68			3s69			3s70		
3s71			3s72			3s73			3s74			3s75			3s76			3s77			3s78			3s79			3s80		
3s81			3s82			3s83			3s84			3s85			3s86			3s87			3s88			3s89			3s90		
3s91			3s92			3s93			3s94			3s95			3s96			3s97			3s98			3s99			3s100		
3s101			3s102			3s103			3s104			3s105			3s106			3s107			3s108			3s109			3s110		
3s111			3s112			3s113			3s114																				

Social Studies

3z1			3z2			3z3			3z4			3z5			3z6			3z7			3z8			3z9			3z10		
3z11			3z12			3z13			3z14			3z15			3z16			3z17			3z18			3z19			3z20		
3z21			3z22			3z23			3z24			3z25			3z26			3z27			3z28			3z29			3z30		
3z31			3z32			3z33			3z34			3z35			3z36			3z37			3z38			3z39			3z40		
3z41			3z42			3z43			3z44			3z45			3z46			3z47			3z48			3z49			3z50		
3z51																														

Health & Physical Education

3p1			3p2			3p3			3p4			3p5			3p6			3p7			3p8			3p9			3p10		
3p11			3p12			3p13			3p14			3p15			3p16			3p17			3p18			3p19			3p20		
3p21			3p22			3p23			3p24			3p25			3p26			3p27			3p28			3p29			3p30		
3p31			3p32			3p33			3p34			3p35			3p36			3p37			3p38			3p39					

The Arts

3a1			3a2			3a3			3a4			3a5			3a6			3a7			3a8			3a9			3a10		
3a11			3a12			3a13			3a14			3a15			3a16			3a17			3a18			3a19			3a20		
3a21			3a22		2	3a23		1	3a24			3a25			3a26			3a27			3a28			3a29			3a30		
3a31			3a32			3a33			3a34		3	3a35		2	3a36			3a37			3a38		1	3a39			3a40		
3a41		2	3a42			3a43			3a44			3a45			3a46		1	3a47		1	3a48			3a49			3a50		
3a51			3a52			3a53			3a54	1		3a55			3a56		1	3a57			3a58			3a59			3a60		
3a61			3a62																										

The Easter Story

Read It! Write It! Hear It! An Integrated Unit for Grade 3

Analysis Of Unit Components

8 Subtasks
79 Expectations
103 Resources
74 Strategies & Groupings

-- Unique Expectations --
34 Language Expectations
10 Arts Expectations

Resource Types

3 Rubrics
23 Blackline Masters
0 Licensed Software
41 Print Resources
2 Media Resources
0 Websites
19 Material Resources
8 Equipment / Manipulatives
0 Sample Graphics
0 Other Resources
2 Parent / Community
5 Companion Bookmarks

Groupings

6 Students Working As A Whole Class
5 Students Working In Pairs
6 Students Working In Small Groups
7 Students Working Individually

Assessment Recording Devices

1 Anecdotal Record
6 Checklist
1 Rating Scale
3 Rubric

Teaching / Learning Strategies

3 Conferencing
2 Demonstration
1 Guest Speaker
1 Guided Exploration
2 Guided Writing
4 Read Along
3 Read Aloud
3 Review
2 Story Mapping

Assessment Strategies

2 Classroom Presentation
2 Conference
1 Exhibition/demonstration
4 Observation
2 Performance Task
4 Questions And Answers (oral)
1 Quizzes, Tests, Examinations
2 Self Assessment